Implementation of PJBL to Instill Values of Tolerance and Cultural Diversity in Elementary School Students

Widya Sri Astuti [1], Sutrisna Wibawa [2]
[1, 2] Tamansiswa University, Yogyakarta, Indonesia
Corresponding Author: Widya Sri Astuti, Email: wastuti602@gmail.com

Abstract. This research examines the application of Project Based Learning (PJBL) in Citizenship Education subjects to instill the values of tolerance and cultural diversity in fifth grade elementary school students. Using a qualitative descriptive approach, data was collected through observation, interviews and documentation, and analyzed using qualitative coding techniques using NVivo software and triangulation to ensure data validity. Measurement of increased awareness of tolerance was carried out by comparing pre and post intervention scores, which showed that the initial average score of 50 increased to 65 in cycle I and reached 85 in cycle II. Apart from that, students' creativity in producing learning products increased significantly, with an average score reaching 95 in cycle III. These findings reveal the real impact of PJBL in improving students' collaboration skills, creative expression and inclusive attitudes, thereby supporting the strengthening of educational character. The practical implications suggest broader integration of PJBL in the basic education curriculum in Indonesia as an effective strategy to foster civic values from an early age. This article contributes to the development of the character of PJBL-based education by providing empirical evidence of the effectiveness of this method in fostering cultural tolerance and diversity.

INTRODUCTION

Civics Education (PKn) in elementary schools plays a strategic role in shaping students' character, particularly in instilling values of tolerance and appreciation for Indonesia's cultural diversity. However, in reality, many students still struggle to understand the importance of cultural diversity. This happens due to a less interactive learning approach, such as lecture methods, which do not provide space for students to actively engage in the learning process. As a result, values of tolerance and cultural diversity are often only understood theoretically without being implemented in daily life. Initial observations at an elementary school revealed that fifth-grade students had a low understanding of tolerance and cultural diversity concepts. About 40% of students had little understanding of the importance of respecting differences, while only 25% could provide concrete examples of applying tolerance values in their environment. This condition indicates the need for a more effective learning approach to instill these values.

The Project-Based Learning (PjBL) model offers an innovative solution to address this issue. PjBL places students as active subjects in learning through contextual projects that are relevant to their material and cultural environment. In addition to improving learning outcomes, PjBL has been proven effective in developing 21st-century skills

such as critical thinking, collaboration, and creativity. By implementing culture-based projects, students can better understand cultural diversity while instilling tolerance values deeply.

The implementation of Project-Based Learning (PjBL) aligns with national education policies, particularly the Merdeka Curriculum, which emphasizes character strengthening through the Projek Penguatan Profil Pelajar Pancasila (P5). P5 is designed to give students the opportunity to 'experience knowledge' as a process of character building while learning from their surroundings. Through these projects, students are expected to foster capacity and build noble character in line with the values of Pancasila (Pusat Informasi Kolaborasi Kemdikbud, n.d.).

Previous research has shown the effectiveness of PjBL in elementary education. Fauzi et al. (2024) noted that integrating PjBL with local wisdom in social studies learning in elementary schools improved students' critical thinking and creativity skills by 35%. Widiastutik et al. (2023) found that implementing PjBL for fifth-grade students at SDN Tlogosari Kulon 01 increased learning outcomes by 40% compared to lecture methods. Meanwhile, Dewi et al. (2024) reported that using PjBL in civics education at SD Negeri Gajahmungkur 04 Semarang significantly increased student participation, with most students being more enthusiastic about completing culture-based projects. A

study by García et al. (2010) found that students' academic performance was higher using PjBL compared to Cooperative Learning. Specifically, individual grade differences ranged from 0.5 to 1 point, while group test differences ranged from 2.5 to 3 points.

Another study by Sari et al. (2020) analyzed differences in learning outcomes between the PjBL model and the "Talking Stick" type of Cooperative Learning. The results showed a significant difference in student learning outcomes, with PjBL yielding better results.

Additionally, Ismail (2018), in his research, compared the effectiveness of PjBL and Problem-Based Learning in mathematics learning. While focusing on PjBL and Problem-Based Learning, this study adds evidence that PjBL is effective in improving student learning outcomes.

Based on these findings, it can be concluded that while Experiential Learning and Cooperative Learning have their respective advantages, PjBL tends to be more effective in improving academic performance and student understanding. Therefore, the application of PjBL in the learning process can be a more recommended choice for achieving optimal learning outcomes.

However, these studies have limitations, particularly in integrating Indonesian cultural values deeply into learning projects. Many studies still focus on improving general

learning outcomes without highlighting tolerance and cultural diversity specifically. To address this limitation, this research develops a culture-based PjBL approach, which not only improves students' understanding of cultural diversity but also instills tolerance values in the context of Indonesian culture.

This research introduces novelty by focusing on integrating PjBL with tolerance values that are relevant to the character education needs in Indonesia. This is crucial given the urgency of instilling diversity values in elementary education as a first step in creating a generation that can live harmoniously amidst differences. Based on this, we hypothesize that applying PjBL in civics education can improve students' understanding of tolerance and cultural diversity better than conventional methods. By actively involving students in projects focused on local culture and tolerance values, it is expected that they will not only understand these concepts theoretically but also be able to implement them in daily life.

Based on the background above, this study aims to examine the effectiveness of PjBL in improving students' understanding of tolerance and cultural diversity. The research questions focused on are:

1. How does the implementation of PjBL improve student tolerance?

2. To what extent does PjBL influence students' creativity?

Through this research, it is hoped that the results can contribute positively to the development of learning methods relevant to character education needs in Indonesia, particularly in instilling values of tolerance and cultural diversity in elementary school students.

RESEARCH METHODS

This study employs a descriptive qualitative approach to explore the implementation of Project-Based Learning (PJBL) in Citizenship Education (PKn) and its role in instilling values of tolerance and cultural diversity. The qualitative approach is chosen to gain a deeper understanding of the complex, context-dependent processes involved in PJBL, particularly how it influences students' attitudes toward tolerance and cultural diversity.

The research subjects consist of 30 fifth-grade students from SD Negeri Semawung Kembaran, selected through purposive sampling due to the relevance of PKn material in promoting these values.

The study is conducted at SD Negeri Semawung Kembaran, Yogyakarta, known for its innovative approach to learning through PJBL. Data collection involves observations, interviews, and documentation. Observations focus on the dynamics of PJBL implementation, while interviews are conducted with teachers and students to gather their perceptions of the learning process.

Additionally, documentation, including lesson plans, teaching materials, and student project outputs, is collected.

Interview guides for both students and teachers are developed to explore their experiences and perceptions related to PJBL in the context of PKn.

The research procedures include planning, implementation, data analysis, and reporting. The planning phase involves developing research instruments and obtaining consent from informants. During implementation, data is gathered through observations, interviews, and documentation. Data analysis is conducted using a process of reduction, presentation, and conclusion drawing. For qualitative analysis, NVivo software is utilized to assist in effectively managing and analyzing the data.

Data validity is ensured through triangulation, specifically using source triangulation by comparing data from different informants (teachers and students) and member checking, where informants review the data for accuracy. The study adheres to ethical standards, including obtaining informed consent from all participants, ensuring data confidentiality, and being transparent about the research objectives.

This research is expected to provide in-depth insights into the effectiveness of PJBL in promoting values of tolerance and cultural diversity in Citizenship Education, offering valuable contributions to the development of innovative teaching methods in primary schools.

DISCUSSION

This study implemented the Project-Based Learning (PJBL) model in Citizenship Education (PKn) to instill values of tolerance and cultural diversity among fifth-grade students at Semawung Kembaran Elementary School. Conducted over three cycles—planning, implementation, observation, and reflection—the study yielded the following results:
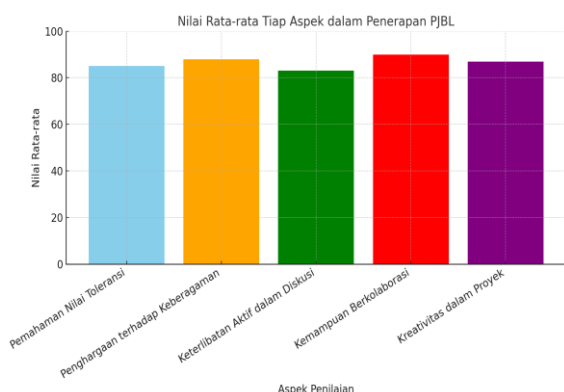
Cycle I Results

In the first cycle, students were introduced to the concepts of tolerance and cultural diversity through group discussions and tasked with creating simple posters depicting Indonesia's cultural diversity. Observations indicated limited student engagement in discussions and an incomplete grasp of tolerance values.

1. Average tolerance attitude score: 65 (sufficient category)
2. Project target achievement: 60% of students produced posters meeting the criteria.

Table 4.1 Cycle I Results

Assessment Aspects	Average Score	Category
Discussion Participation	60	Sufficient
Understanding Tolerance	65	Sufficient
Poster Creativity	70	Good

Cycle II Results

In the second cycle, students undertook a more complex project: creating short videos about their regional cultures. With increased teacher guidance during discussions and video production, student participation and understanding of cultural diversity improved.

1. Average tolerance attitude score: 75 (good category)

2. roject target achievement: 80% of students produced videos meeting the criteria.

Table 4.2 Cycle II Results

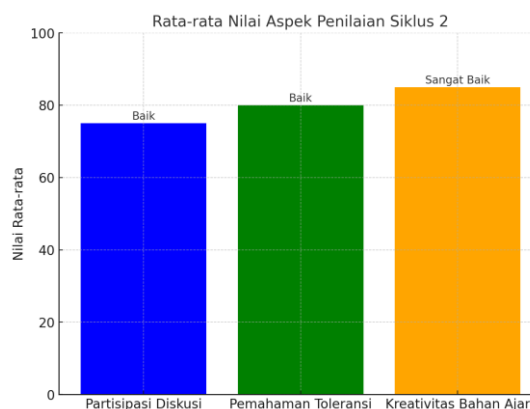| Assessment Aspects	Average Score	Category
Discussion Participation	75	Good
Understanding Tolerance	80	Good
Poster Creativity	85	Very Good
Assessment Aspects	Average Score	Category
Discussion Participation	75	Good
Understanding Tolerance	80	Good
Poster Creativity	85	Very Good

Figure 4.2 Cycle II Value Graph

Cycle III Results

In the final cycle, students organized a cultural exhibition featuring presentations, artwork, and traditional dance demonstrations. They exhibited a strong understanding of tolerance and cultural diversity.

1. Average tolerance attitude score: 85 (very good category)

2. Project target achievement: 100% of students produced work meeting the criteria.
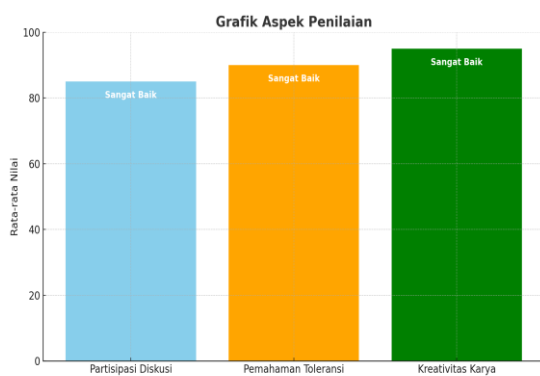
Figure 4.3 Cycle III Value Graph

Analysis of Results

The progressive improvement across cycles suggests that PJBL effectively enhances students' understanding and appreciation of tolerance and cultural diversity. This aligns with previous research indicating that PJBL promotes deeper learning and student engagement.

Implications of Findings

The findings imply that PJBL can be a powerful tool in Citizenship Education to foster essential social values. By engaging in projects that explore cultural themes, students not only learn about diversity but also develop respect and empathy for different cultures.

Comparison with Previous Studies

This study's results are consistent with prior research demonstrating PJBL's effectiveness in promoting cultural awareness and tolerance. For instance, a study found that students participating in PJBL projects

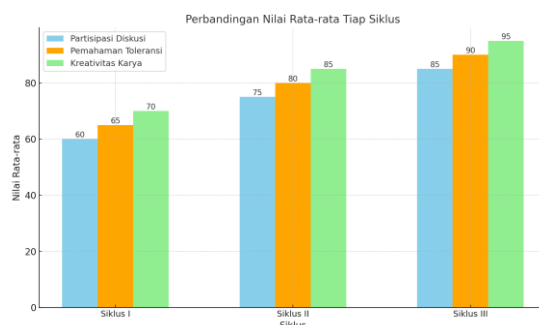exhibited higher tolerance towards their peers Tatiana et.al (2014).

Conceptual Model

Figure 4.4 Conceptual Model of PJBL Impact on Tolerance and Cultural Diversity

Direct Participant Quotes

Student A remarked, "Working on the cultural video project helped me understand and appreciate the traditions of other regions.

Teacher B observed, "I noticed a significant increase in students' respect for different cultures after the exhibition project."

Limitations of the Study

This study had limitations, including its short duration and the small, non-random sample size, which may affect the generalizability of the findings. Future research should consider longer study periods and larger, more diverse samples to validate these results.

Recommendations

For effective PJBL implementation across various educational levels:

1. Curriculum Integration: Align projects with curriculum objectives to ensure relevance and coherence.
2. Teacher Training: Provide professional development to equip teachers with PJBL facilitation skills.
3. Resource Allocation: Ensure access to necessary materials and technology to support project activities.

In conclusion, PJBL has demonstrated potential in enhancing students' understanding of tolerance and cultural diversity, contributing to the development of inclusive and empathetic future citizens.

CONCLUSION

Based on the research conducted on the implementation of the Project-Based Learning (PJBL) model in Citizenship Education (PKn) to instill values of tolerance and cultural diversity among fifth-grade students at Semawung Kembaran Elementary School, it can be concluded that PJBL is effective in enhancing students' tolerance and creativity. The application of PJBL significantly increased student participation in group discussions, with the average participation score rising from 75 (good category) in cycle 1 to 85 (very good category) in cycle 2, and remaining at 85 in cycle 3. Additionally, students' understanding of tolerance values improved substantially, with the average score increasing from 80 (good category) in cycle 1 to 90 (very good category)

in cycle 3. Furthermore, students' creativity in producing learning products demonstrated significant growth, as reflected in the average creativity score of teaching materials, which increased from 85 (very good category) in cycle 2 to 95 (very good category) in cycle 3. Overall, the implementation of the PJBL model in PKn learning successfully achieved the research objectives by fostering values of tolerance and cultural diversity among students.

To enhance the effectiveness of PJBL implementation, teachers are advised to:

1. Enhance understanding and skills in applying PJBL: eachers should participate in training and workshops on PJBL to comprehend its fundamental principles and implementation techniques.
2. Integrate PJBL with the applicable curriculum: lign projects with learning objectives and competency standards set in the curriculum to ensure relevance and effectiveness.
3. Provide adequate resources : nsure the availability of facilities, teaching materials, and technology that support optimal project implementation.
4. Involve students in project planning: ffer opportunities for students to participate in designing projects, thereby increasing their sense of responsibility and motivation.
5. Conduct regular evaluations and reflections: ssess the process and outcomes of projects to identify strengths and areas

for improvement, and plan appropriate corrective actions.

Suggestions for future research include:

1. Quantitative research : tilize experimental designs to objectively measure the impact of PJBL on enhancing students' tolerance and creativity.

2. Case studies in various contexts: nvestigate the application of PJBL in different schools with diverse cultural and social backgrounds to understand factors influencing its effectiveness.

3. Mixed-methods approach : ombine qualitative and quantitative methods to obtain a more comprehensive understanding of PJBL implementation and its impacts.

4. Longitudinal studies : onduct long-term studies to assess the sustainability of PJBL's impact on students' character development and competencies.

5. Analysis of supporting and inhibiting factors : dentify elements that affect the success or failure of PJBL implementation, such as school management support, teacher readiness, and parental involvement.

Relation to educational theory, the application of PJBL aligns with constructivism, which emphasizes active and collaborative learning.JBL allows students to build knowledge through direct experience and social interaction, enhancing deep understanding and critical thinking skills.ractically, PJBL is relevant in the current educational context that demands the development of character and 21st-century competencies, such as creativity, collaboration, and communication. He limitations of this study include:

1. Limited sample scope : he research was conducted in a single school with a limited number of students, so the results may not be generalizable to a broader population.

2. Methodological limitations: he study employed a qualitative approach with a classroom action research design, which may not allow for objective and quantitative measurement of impact.

3. Short research duration : he study was conducted over a limited period, so it cannot assess the long-term impact of PJBL implementation.

4. Resource limitations: he study was conducted with limited resources, such as facilities and teaching materials, which could affect optimal PJBL implementation.

5. Data analysis limitations : he study used limited data analysis techniques, so it may not reveal all aspects influencing PJBL effectiveness.

Or further research, it is recommended to use a mixed-methods approach with a broader geographic scope and a more representative sample, considering contextual factors that influence PJBL implementation in various educational settings.

REFERENCES

[1]. Anfar, C. A., Muhajir, M., & Suardi, S. (2024). The effect of the Pancasila student profile strengthening project on civic skills in students of SMA Negeri 6 Jeneponto, Jeneponto Regency. *Journal of Democratic Ethics, 9*(3).

[2]. Amanda, N. W. Y., Subagia, I. W., & Tika, I. N. (2014). The influence of project-based learning model on science learning outcomes reviewed from students' self-efficacy. *Jurnal Pendidikan IPA Indonesia, 4*(2), 112–120.

[3]. Ajmain, A., & Marzuki, M. (2019). The role of teachers and principals in student character education at SMA Negeri 3 Yogyakarta. *SOCIA: Journal of the Social Sciences, 16*(1), 109–123. https://doi.org/10.21831/SOCIA.V16I1.27655

[4]. Anfar, C. A., Muhajir, M., & Suardi, S. (2024). The effect of the Pancasila student profile strengthening project on civic skills in students of SMA Negeri 6 Jeneponto in Jeneponto Regency. *Jurnal Etika Demokrasi, 9*(3), 378–392. https://doi.org/10.26618/JED.V9I3.15792

[5]. Jumiyanto, D. (2022). The use of project-based learning methods to improve motivation and learning achievement of students of Yogyakarta Industrial Vocational School. *Jurnal Pendidikan Teknologi, 36*(1), 42–55.

[6]. Melinda, V., & Zainil, M. (2020). Implementation of project-based learning model to improve elementary school students' mathematical communication skills (literature study). *Tambusai Education Journal, 4*, 1526–1539. https://jptam.org/index.php/jptam/article/download/618/545

[7]. Mutawally, A. F. (2021). Development of project-based learning model in history learning: Discussion of philosophical and theoretical foundations of the project. *Jurnal Pendidikan Sejarah, 1*, 1–6.

[8]. Rumjaun, A., & Narod, F. (2020). Social learning theory—Albert Bandura. In *Advances in Psychology and Education* (pp. 85–99). Springer. https://doi.org/10.1007/978-3-030-4362-9_7

[9]. Pradina, Q., Faiz, A., & Yuningsih, D. (2021). The role of teachers in forming disciplined character. *Edukatif: Journal of Educational Science, 3*(6), 4118–4125. https://doi.org/10.31004/educational.v3i6.1294

[10]. Saidurrahman, & Arifinsyah. (2018). *Introduction to education*. Prenamedia Group.

[11]. Suarni. (2017). Improving student learning activity in basic competency of civics lesson organization through PAIKEM learning approach for class IV of SD Negeri 064988 Medan Johor. *Journal of Learning Activity, 1*(2).

[12]. Sugiyono. (2017). *Educational research methods: Qualitative, quantitative, and R&D approaches*. ALFABETA.

[13]. Kris, T. H. (2017). *Introduction to research methodology*. Andi Publisher.

[14]. Suardi, S., & Nur, S. (2022). Strengthening character in the teaching campus program at the Jaya Negara Elementary School, City of Makassar. *Jurnal Etika Demokrasi, 7*(1), 28–37.

[15]. Suardi, S., Hashim, S. B., Firdaus, F., Syarifuddin, S., Nur, R., Nur, H., Nur, S., Marsuki, N. R., Ramlan, H., Mutiara, I. A., & Muchtar, F. Y. (2024). Improving the profile of Pancasila and skills through the integration of project and problem-based learning. *Journal of Democratic Ethics, 9*(4).

[16]. Maria, T. A. (2017). Implementation of project-based learning (PjBL) method to improve student creativity in economic problem concept material. *Surabaya State University Journal, 1*(2).

[17]. Gunawan, W., & Irnawati. (2016). Revitalization in character education prevention of corruption since early behavior. *Proceedings of the 7th International Conference on Education Technology of Adi Buana (ICETA 7)*, 134–140.

[18]. Widodo, H. M., Djoko, L. A., & Nanda, K. F. R. (2020). Analysis of student learning activity using the project-based learning method with the STEM approach in physics lessons on elasticity material. *Journal of Physics Education Study Program, 9*(2).

[19]. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

[20]. Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Sage Publications.

[21]. Zuhroh, K., & Sholikhudin, M. A. (2019). Values of tolerance between fellow and interfaith communities. *Multicultural Journal of Islamic Education, 3*(1), 41–55. https://doi.org/10.35891/ims.v3i1.1730

[22]. Fitriani, A., et al. (2020). Integrating character education through project-based learning for

civil engineering students. *Journal of Engineering Education Transformations, 33*(3), 134–140.

[23]. Wahab, W., & Muntakhib, A. (2021). Character education strengthening model at meeting schools in West Nusa Tenggara. *SMART Journal (Society, Religion, and Tradition Studies), 7*(1), 15–28. https://doi.org/10.18784/smart.v7i01.1108

[24]. Widyastuti, R. (2021). Character education strategy in anticipating radical and intolerant understanding in schools. *Wawasan: Journal of Religious Education and Training Center of Jakarta, 2*(2), 187–201. https://doi.org/10.53800/wawasan.v2i2.104

[25]. Saputra, T., & Budimansyah, D. (2022). Strengthening character education through the natural school leadership curriculum. *Proceedings of the Annual Civic Education Conference (ACEC 2021), 636*, 98–105.

[26]. Kurnia, I. R., & Mukhlis, S. (2023). Implementation of problem-based learning to improve tolerance character through multicultural education. *Jurnal Educatio FKIP UNMA, 9*(1), 209–216.

[27]. Suardi, S. (2024). Innovation in learning combination of project-based learning model and project strengthening of Pancasila student profile based on devotion to improve collaboration, communication, creativity, and critical thinking skills of students. *JRIP: Journal of Research and Learning Innovation, 4*(1), 12–27.

[28]. Widiastutik, D., Fajriyah, K., Purnamasari, V., & Raharjo, S. (2023). Application of the PjBL model to improve learning outcomes of class V students of SDN Tlogosari Kulon 01. *Tambusai Education Journal, 7*(1), 4090–4096.

[29]. Wulandari, D., Yunianti, V. D., & Wahyuningsih, Y. (2023). Analysis of elementary school students' interest in Indonesian culture. *Journal on Education, 5*(2), 2376–2382.

[30]. Yusuf, M. A., Saidah, K., & Wenda, D. D. N. (2023). Analysis of teaching media needs on the material of East Java cultural diversity for class IV SDN Tiron 4. *6th National Seminar on Education and Learning: Educational Revolution in the VUCA Era*, 312–318.

[31]. Ramadhaniar, P., Agung, S., & Tyasmiarni, C. (2020). Identification of students' understanding of ethnic, social, and cultural diversity in grade IV. *National Education Proceedings, 312–318.*

[32]. Retnowati, E., Nugraheni, N., & Azizah, L. N. (2023). Implementation of the PJBL model assisted by lapbooks to improve social studies learning outcomes of class IV SDN Bendan Ngisor. *Madani: Multidisciplinary Scientific Journal, 1*(6).

[33]. Safitri, S., & Ramadan, Z. H. (2022). Implementation of cultural and civic literacy in elementary schools. *Mimbar Ilmu, 27*(1), 109–116.

[34]. Setiawan, T., Sumilat, J. M., Paruntu, N. M., & Monigir, N. N. (2022). Analysis of the application of project-based learning and problem-based learning models for elementary school students. *Basicedu Journal, 6*(6), 9736–9744.

[35]. Subrata, M. I., & Rai, I. A. (2019). Application of authentic assessment in student character formation. *Jurnal Emasains: Jurnal Edukasi Matematika dan Sains, 8*(2).

[36]. Tyastini, R., Ayu, M., & Sugiman. (2019). The influence of the project-based learning model on the creativity skills of class V students of SD Negeri 1 Kedaton. *Pedagogy, 1*(7), 1–13.

[37]. Syafrijal, & Desyandri. (2019). Development of integrated thematic teaching materials with project-based learning models in class IV of primary school. *International Journal of Educational Dynamics (IJEDS), 1*(2), 87–92.

[38]. Ummah, S. K., In'am, A., & Azmi, R. D. (2019). Creating manipulatives: Improving students' creativity through project-based learning. *Journal on Mathematics Education, 10*(1), 93–102.

[39]. Hasanah, M., Ni'mah, M., & Badruttamam, C. A. (2024). Analysis of the application of the Pancasila student profile in the formation of student character at MI Walisanga I Banyuanyar. *Scientific Periodical of Education, 4*(3), 440–449.

[40]. Marhaenenti, S., & Trisiana, A. (2023). Best practice of citizenship education learning in elementary schools. *Unisri Press.*

[41]. Fitriani, A., et al. (2020). Integrating character education through project-based learning for civil engineering students. *Journal of Engineering Education Transformations, 33*(3), 134–140.

[42]. Sapriani, E., & Rahmadina, P. (2023). Character education through works (cultural cards) for grade VI students in the diversity learning of Bhinneka Tunggal Ika. *Pendas: Scientific Journal of Elementary Education, 8*(1), 6122–6130.

[43]. Afdhal, A., Manuputty, F., Litaay, S. C. H., & Makaruku, N. D. (2024). Maluku local wisdom values in hidden curriculum:

Strategies for building peace and tolerance in elementary schools. *Journal of Education Research, 5*(4), 5071–5083.

[44]. Yusuf, R., Sanusi, S., Razali, R., Maimun, M., Putra, I., & Fajri, I. (2020). Review of cultural and civic literacy of high school students in Banda Aceh City. *Undiksha Journal of Civic Education, 8*(2), 91–99.

[45]. Kurnia, I. R., & Mukhlis, S. (2023). Implementation of problem-based learning to improve tolerance character through multicultural education. *Jurnal Educatio FKIP UNMA, 9*(1), 209–216.

[46]. Wati, A. R., Nahatalia, I., & Riana, N. A. (2024). Implementation of civics learning in an effort to improve students' religious moderation attitudes at SDN 2 Rejosari. *Journal of Elementary School Teacher Education, 1*(3), 10–10.

[47]. Zalukhu, B., Napitu, U., Zalukhu, Y., & Hulu, N. S. (2023). The influence of the Pancasila student profile strengthening project on the formation of character and morals of students in junior high schools. *Innovative: Journal of Social Science Research, 3*(6), 2102–2115.

[48]. Zaman, A. Q., Irnawati, I., & Widyatama, P. R. (2023). PPKn teachers' efforts in understanding students through the Merdeka Belajar curriculum. *Jurnal Etika Demokrasi, 8*(4), 459–468. https://doi.org/10.26618/JED.V8I4.13077

[49]. Zuhroh, K., & Sholikhudin, M. A. (2019). Values of tolerance between fellow and interfaith communities. *Multicultural Journal of Islamic Education, 3*(1), 41–55. https://doi.org/10.35891/ims.v3i1.1730

[50]. Wahab, W., & Muntakhib, A. (2021). Character education strengthening model at meeting schools in West Nusa Tenggara. *SMART Journal (Society, Religion, and Tradition Studies), 7*(1), 15–28. https://doi.org/10.18784/smart.v7i01.1108