

## CHARACTER BUILDING FOR STUDENTS THROUGH THE “REHAB HATI” PROGRAM AT GORONTALO PUBLIC JUNIOR HIGH SCHOOL NO. 4

Syarif K Moito<sup>1a\*</sup>, Sastro M. Wantu<sup>2b</sup>, and Udin Hamim<sup>3c</sup>

<sup>1,2,3</sup> Pancasila and Civic Education Study Program, Graduate Program, Gorontalo State University, Gorontalo City, Zip Code 96128, Indonesia

<sup>a</sup>E-mail: [syarifmoitos2ppkn@mahasiswa.ung.ac.id](mailto:syarifmoitos2ppkn@mahasiswa.ung.ac.id)

<sup>b</sup> E-mail: [sastrowantu@ung.ac.id](mailto:sastrowantu@ung.ac.id)

<sup>c</sup> E-mail: [udin.hamim@ung.ac.id](mailto:udin.hamim@ung.ac.id)

(\*) Corresponding Author

[syarifmoitos2ppkn@mahasiswa.ung.ac.id](mailto:syarifmoitos2ppkn@mahasiswa.ung.ac.id)

### ARTICLE HISTORY

Received : 20-05-2026

Revised : 19-06-2026

Accepted : 30-06-2026

### KEYWORDS

Character Development;  
Rehab Hati Program;  
School-Based  
Rehabilitation;  
Student Guidance;  
Problem Behavior;

### ABSTRACT

Character development remains a major challenge in schools, particularly for students who exhibit behavioral problems. To address this issue, SMP Negeri 4 Gorontalo developed the “Rehab Hati” Program as a rehabilitative and collaborative character-building intervention. This study aims to analyze the implementation of the program, examine the roles of stakeholders involved, and identify changes in students’ character following participation in the program. A qualitative case study approach was employed. Data were collected through observation, in-depth interviews, and documentation involving school leaders, teachers, students, parents, and external partners. Data were analyzed through data reduction, data display, and conclusion drawing. The findings show that the program is implemented through structured guidance involving counseling, character coaching, parental engagement, and collaboration with external institutions. The program contributed to improvements in students’ discipline, responsibility, politeness, and self-control, although the extent of change varied among participants. This study highlights the importance of sustained multi-stakeholder collaboration in supporting character development among students with behavioral problems and offers a practical model for character intervention in schools.

*This is an open-access article under the CC-BY-SA license.*



### INTRODUCTION

Various educational policies have positioned character development as a primary goal that schools must achieve alongside academic achievement. However, the reality in educational settings shows that mastery of knowledge does not always go hand in hand with the development of positive student behavior (Lenkauskaitė et al., 2020). Various forms of behavior—such as bullying, disciplinary violations, aggressive behavior, substance abuse, and adolescents’ involvement in actions that violate social norms—are still prevalent at the junior high school level (Nurlila & Fua, 2017; Suwandi & Kurnia, 2025). These conditions indicate that character development in schools still faces significant challenges.

This issue requires serious attention because junior high school students are in early adolescence, a phase characterized by rapid physical, emotional, and social changes (Cesarahmat et al., 2024). During this phase, adolescents

begin to build their self-identity, have a strong need to be accepted by their peers, and show a tendency to try various new experiences. On the other hand, their ability to exercise self-control and consider the consequences of their actions has not yet fully developed. These conditions can increase students' vulnerability to various risky behaviors if they do not receive adequate guidance and support. Therefore, schools not only serve as venues for the learning process but also bear the responsibility to help students develop self-control, responsibility, and the ability to make sound decisions in daily life (Wahira et al., 2023).

These challenges are also reflected in the daily school life at SMP Negeri 4 Gorontalo. Based on initial observations through an informal review of the Guidance and Counseling Teacher's Log, approximately 200 incidents of problematic student behavior were recorded during the period from August 2024 to March 2026. Such behaviors include unexcused absences without notifying the homeroom teacher, leaving school during class by climbing over the fence, bullying in both verbal and physical forms, and smoking—a behavior that even involves female students. The high number of recorded cases indicates that the issues faced by the school are not isolated incidents but rather recurring problems that require a more systematic approach.

These problems are not limited to violations of school rules. Guidance and Counseling teachers revealed that some students were once involved in the theft of a chicken belonging to a local resident, for which they had to undergo counseling from the local police. This incident shows that some students' behavior has crossed the line of social norms and even legal norms. This situation indicates a more fundamental problem related to self-control, responsibility, and moral judgment in their actions. If not addressed properly, these behaviors have the potential to hinder students' social development and affect their future lives.

Schools have actually implemented various guidance efforts through warnings, parent-teacher conferences, disciplinary points, and guidance and counseling services. Although necessary as part of enforcing discipline, these approaches have not been fully effective in bringing about sustainable behavioral change. Various studies indicate that behavioral change cannot be achieved solely through corrective approaches but also requires a process that addresses aspects of self-awareness, emotional regulation, learning experiences, and consistent environmental support (Apriliani et al., 2025). These findings highlight the need for a more comprehensive guidance model in addressing students with a history of behavioral problems.

In response to this situation, SMP Negeri 4 Gorontalo developed the "Rehab Hati" Program as an innovative intervention for students with a history of behavioral problems. This program is implemented through a three-day intensive residential program involving guidance and counseling teachers, homeroom teachers, the Indonesian National Armed Forces (TNI), the police, the National Narcotics Agency (BNN), psychologists, hypnotherapists, religious leaders, and the students' parents. The activities carried out include discipline training, education on the dangers of drugs and juvenile delinquency, psychological counseling, self-reflection, spiritual strengthening, and the cultivation of positive behaviors. This program demonstrates a shift in the guidance approach from one that is purely punishment-oriented toward a more humane, collaborative approach that addresses various aspects of student development.

Preliminary observations indicate that of the 35 students who participated in the Rehab Hati Program, 28 demonstrated positive behavioral changes, such as improved discipline, compliance with school rules, politeness in interactions, and the ability to control emotions. However, the remaining seven students have not yet shown optimal changes. These findings indicate that the same program can elicit different responses in each student. Behavioral changes cannot be understood as outcomes that automatically emerge after students participate in a guidance program but are influenced by various factors that require deeper understanding (Sumarsono et al., 2020).

Previous studies have primarily examined character education through the integration of values into learning, school culture, religious activities, local wisdom, and the cultivation of positive habits among all students (Yunus et al., 2025; Nggilu et al., 2026). These studies have contributed to understanding how schools foster positive character development in general educational settings. However, limited attention has been given to character-building interventions specifically designed for students with a history of behavioral problems who require more intensive guidance than regular character education programs. Existing studies also tend to focus on the outcomes of character education, while providing less explanation of how the character-building process unfolds within rehabilitative programs, how different stakeholders contribute to the intervention, and how students respond to the same program in different ways.

This study addresses these gaps by examining character development through the Rehab Hati Program at SMP Negeri 4 Gorontalo, an intensive school-based rehabilitation program involving collaboration among teachers, parents, security institutions, mental health practitioners, and religious leaders. The contribution of this study lies in providing

empirical evidence on the implementation of a multidisciplinary character intervention, the roles of stakeholders in supporting behavioral change, and the character changes experienced by students with a history of behavioral problems. Therefore, this study aims to analyze the implementation of the Rehab Hati Program, identify the roles of the parties involved in the guidance process, and examine changes in students' character after participating in the program.

## METHOD

This study employs a qualitative approach using a case study design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of the process of character development among students through the Rehab Hati Program at SMP Negeri 4 Gorontalo, including the experiences of the participants, the forms of guidance provided, and the changes in character that emerged after the program was implemented. A case study design was used because the research focused on a specific case, namely the "Rehab Hati" Program developed by SMP Negeri 4 Gorontalo as a form of character-building intervention for students with a history of problematic behavior. Through this design, the researcher could gain a comprehensive understanding of the program's implementation within its natural context (Sugiyono, 2016).

The study was conducted at SMP Negeri 4 Gorontalo from May to June 2026. The research site was selected purposively because the school implements the Rehab Hati Program, an intensive character-building initiative involving collaboration among internal and external stakeholders. The study involved 15 informants consisting of the principal, guidance and counseling teachers, homeroom teachers, student participants, parents, and external partners involved in the program. Informants were selected through purposive sampling based on three criteria: direct involvement in the planning or implementation of the program, adequate knowledge of students' behavioral development, and willingness to participate in the study.

Data were collected through observation, semi-structured in-depth interviews, and document analysis. Observations were conducted to examine students' behavior, school conditions, and follow-up activities after program implementation. Interviews explored participants' experiences, perceptions of program implementation, stakeholder roles, and character changes among students. Documents analyzed included counseling records, participant data, activity schedules, program reports, photographs, and other supporting documents.

To ensure trustworthiness, source triangulation, method triangulation, and member checking were employed. Source triangulation involved comparing information obtained from different groups of informants, while method triangulation compared findings from observations, interviews, and documentation. Member checking was conducted by returning preliminary interpretations to selected informants for verification.

Ethical procedures were observed throughout the study. Permission was obtained from the school administration, all participants were informed about the purpose of the research, confidentiality and anonymity were maintained, and participation was voluntary. For student participants, consent was obtained through the school and parents.

Data analysis was conducted interactively using the Miles & Huberman model (1992), which comprises three stages: *data condensation*, *data display*, and *conclusion drawing and verification*. During the data condensation stage, the researcher selected, focused, and grouped the data according to the research focus. The data display stage is carried out by compiling matrices, narratives, and thematic groupings so that the relationships between findings can be understood systematically. Furthermore, conclusions are drawn continuously throughout the research process by re-verifying various findings through supporting data obtained from various sources.

## RESULTS AND DISCUSSION

The research findings indicate that the Rehab Hati Program at SMP Negeri 4 Gorontalo serves not only as a form of intervention for students who have committed infractions but has evolved into a character-building model that is rehabilitative, collaborative, and sustainable. The program is implemented through a series of planned stages involving various stakeholders—both from the school community and external institutions—to help students understand their behavior, build self-awareness, and develop more positive behaviors. The research findings also indicate that character development through the Rehab Hati Program does not occur instantly. Although the majority of students demonstrated positive changes after participating in the program, the extent of change shown by each student was not entirely the same. This suggests that the success of character development is influenced by various factors, including the program implementation process, multi-stakeholder support, and the continuity of guidance after the program concludes.

In general, this study yielded three main findings. (1) The Rehab Hati Program is implemented through systematic stages, ranging from participant identification, planning, and intensive guidance to evaluation and post-program follow-



up. (2) Students' character development took place through collaboration among various parties with distinct yet complementary roles, including guidance and counseling teachers, homeroom teachers, parents, the Indonesian National Armed Forces (TNI), the police, the National Narcotics Agency (BNN), psychologists, hypnotherapists, and religious leaders. (3) The Rehab Hati Program has a positive impact on changes in students' character, particularly in the areas of discipline, responsibility, politeness, and self-control, although these changes have not yet been uniformly observed among all program participants. These three findings are presented and discussed based on the research focus as follows.

### Implementation of the Rehab Hati Program in Character Development at SMP 4 Gorontalo

The research findings indicate that the implementation of the Rehab Hati Program at SMP 4 Gorontalo was carried out through structured stages and was not solely oriented toward imposing sanctions on students with behavioral issues. This program was designed as a form of guidance that takes students' needs into account through problem identification, collaborative planning, the implementation of intensive activities, and post-program follow-up. Thus, character development is understood as a rehabilitative process aimed at helping students recognize their mistakes, build self-awareness, and develop more adaptive behaviors.

**Table 1.** Key Findings on the Implementation of the "Rehab Hati" Program at SMP 4 Gorontalo

| Program Stages                 | Key Findings                                                                                                                                    | Significance of Findings                                                      |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Identification of Participants | Participants were selected based on their history of disciplinary violations and recommendations from guidance counselors and homeroom teachers | Guidance is tailored to students' needs                                       |
| Program Planning               | The school conducts internal coordination and involves various external parties                                                                 | The program is designed systematically and collaboratively                    |
| Program Implementation         | Discipline guidance, preventive education, spiritual strengthening, psychological counseling, and hypnotherapy                                  | Guidance addresses disciplinary, spiritual, psychological, and social aspects |
| Evaluation and follow-up       | Monitoring is conducted by guidance counselors, homeroom teachers, and through communication with parents                                       | Behavioral changes are monitored on an ongoing basis                          |

Source: Research Data (2026)

Research findings indicate that the implementation of the Rehab Hati Program at SMP 4 Gorontalo is not positioned merely as a punitive mechanism, but rather as a systematically designed guidance process to facilitate changes in student behavior. The identification of participants based on their history of violations and recommendations from guidance counselors and homeroom teachers allows the school to understand the characteristics and needs of each student, thereby ensuring that the interventions provided are more targeted. The planning stages, which involved various stakeholders, also demonstrated that character development is viewed as a shared responsibility requiring coordination among multiple actors.

This finding was reflected in the statements of several informants. A guidance and counseling teacher explained that students participating in the program were not immediately subjected to sanctions but were first encouraged to understand the consequences of their actions and reflect on their behavior. Similarly, one student participant stated that the program helped him realize the impact of his behavior on himself, his family, and the school community. These findings indicate that self-reflection became an important mechanism in the process of behavioral change.

The findings suggest that behavioral change among students with a history of disciplinary violations occurred not because they were exposed to sanctions, but because the program provided opportunities for reflection, guidance, and repeated reinforcement of positive values. This indicates that disciplinary measures alone are insufficient to promote sustainable behavioral change. Instead, students require continuous mentoring and supportive learning experiences that enable them to reconstruct their understanding of appropriate behavior and gradually develop new habits (Rizanty, 2025).

These findings can be explained through Urie Bronfenbrenner's ecological theory of development, which asserts that individual development is influenced by the interaction of various interconnected environmental systems, ranging from the immediate environment—such as family and school—to the broader social environment (in Victoria & Eliasa, 2024). From this perspective, the involvement of guidance counselors, homeroom teachers, parents, the Indonesian National Armed Forces (TNI), the police, the National Narcotics Agency (BNN), psychologists, hypnotherapists, and religious leaders in the "Rehab Hati" Program demonstrates the interconnectedness of these environments, which

collectively contribute to the process of behavioral change among students. This collaboration creates a support system that enables students to receive supervision, guidance, positive role modeling, and reinforcement of values from various parties with different authorities and functions.

The findings demonstrate that behavioral change emerged through the interaction of these support systems rather than through a single intervention. Students were exposed to consistent messages, supervision, and role modelling across different environments, which strengthened the internalization of expected behaviors.

The results of this study are also consistent with various previous studies showing that the effectiveness of character development increases when schools are able to build partnerships with families and communities in supporting student development (Handayani & Hasrul, 2021; Aisyahrani, 2024). This study expands on previous findings by demonstrating that a rehabilitative approach integrating discipline training, preventive education, spiritual strengthening, psychological counseling, and hypnotherapy can be applied as a guidance model for students with a history of misconduct at the junior high school level. These findings underscore that addressing deviant behavior among students requires a multidimensional approach that not only focuses on disciplinary aspects but also considers the psychological, social, and spiritual aspects of the students. Unlike most previous studies that focused on character education for the general student population, this study specifically highlights the implementation of an intensive rehabilitative intervention for students with a history of behavioral problems. This distinction provides a more detailed understanding of how character development can be facilitated among students who require targeted support.

These findings imply that schools need to strengthen character-building programs through sustained collaboration among teachers, parents, and external partners. Follow-up mechanisms are particularly important to ensure that behavioral changes initiated during intensive interventions can be maintained and developed into lasting positive habits.

#### **The Roles of Stakeholders in the Implementation of the “Rehab Hati” Program at SMP 4 Gorontalo**

Research findings indicate that character development through the Rehab Hati Program at SMP 4 Gorontalo is not carried out in isolation and is not solely the responsibility of guidance and counseling teachers. This program is built through collaboration among various parties who have different functions and responsibilities in accordance with their respective competencies. This multi-stakeholder involvement demonstrates that changes in student behavior require consistent support from various environments that interact with students. Thus, the success of the Rehab Hati Program is determined not only by the quality of the program but also by the synergy among stakeholders in providing guidance and reinforcement to students.

**Table 2.** Key Findings on the Roles of Stakeholders in the Rehab Hati Program at SMP 4 Gorontalo

| Stakeholders Involved                                                     | Role                                                      | Contribution to Character Development                      |
|---------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|
| Guidance Counselor                                                        | Assessment, participant selection, counseling, monitoring | Identifying problems and supporting students' growth       |
| Homeroom Teacher                                                          | Observing behavior and communicating with parents         | Monitoring students' progress in learning                  |
| Parents                                                                   | Supervision and guidance at home                          | Reinforcing positive habits after the program              |
| Indonesian National Armed Forces (TNI)/Indonesian National Police (Polri) | Fostering discipline and responsibility                   | Instilling compliance with rules                           |
| BNN                                                                       | Education on the dangers of drugs and risky behavior      | Raising students' awareness of prevention                  |
| Psychologist/Hypnotherapist                                               | Counseling and mental resilience                          | Helping with Emotional Regulation and Motivation to Change |
| Religious Leaders                                                         | Spiritual support and self-reflection                     | Fostering students' moral awareness                        |

Source: Research Data (2026)

The findings indicate that no single stakeholder possesses sufficient capacity to address students' behavioral problems independently. Each stakeholder contributes different forms of support, ranging from behavioral monitoring and counseling to psychological assistance and spiritual guidance. The integration of these roles creates a complementary

support system that enables students to receive consistent reinforcement across different social environments. This condition suggests that character development within the Rehab Hati Program is not an individual effort but a collective process involving multiple actors who share responsibility for students' behavioral improvement.

These findings can be understood through the lens of social capital theory, which emphasizes that relationships, trust, shared norms, and social networks are vital resources in supporting individual actions (Nain et al., 2023). From this perspective, the involvement of guidance counselors, homeroom teachers, parents, law enforcement officials, professionals, and religious leaders reflects the formation of a social network that facilitates the exchange of information, coordination of actions, and the reinforcement of norms that support students' development. The presence of various actors with different authorities and competencies not only expands the sources of support accessible to students but also creates social control that encourages students to maintain more adaptive behaviors (Krisna et al., 2025).

The findings of this study align with a number of recent studies indicating that the involvement of families, schools, and communities contributes to enhancing the effectiveness of character education and preventing problematic behavior among adolescents (Rahmayanty et al., 2024; (Mahmuda et al., 2024). This study broadens the perspective by demonstrating that such collaboration does not stop at partnerships between schools and parents but evolves into a cross-professional mentoring model that integrates the dimensions of discipline, prevention of risky behavior, psychological counseling, and spiritual strengthening into a single structured program. The integration of these various forms of intervention is a distinctive characteristic of the Rehab Hati Program that has not been widely explored in previous research.

These findings imply that schools need to strengthen character development through sustainable partnerships among teachers, parents, and external stakeholders. Continuous communication, clear role distribution, and post-program monitoring are essential to ensure that positive behavioral changes can be maintained and developed into lasting habits.

### Changes in Students' Character After Participating in the "Rehab Hati" Program at SMP 4 Gorontalo

The research findings indicate that the Rehab Hati Program has a positive impact on character development among the majority of program participants. These changes are evident in the areas of discipline, responsibility, politeness, and emotional self-control. However, the changes experienced by the students were not uniform. Some students showed significant progress, while others still require further guidance to maintain the positive behaviors that have begun to take shape.

**Table 3.** Changes in Students' Character After Participating in the "Rehab Hati" Program at SMP 4 Gorontalo

| Character Aspects | Before the Program                               | After the Program                                                       |
|-------------------|--------------------------------------------------|-------------------------------------------------------------------------|
| Discipline        | Truancy, tardiness, leaving class                | Attendance has improved, and students are more compliant with the rules |
| Responsibility    | Ignoring school assignments                      | More responsible in completing assignments                              |
| Politeness        | Talking back to teachers and using rude language | Being more polite when interacting                                      |
| Self-control      | Getting angry easily and getting into conflicts  | Better at managing emotions                                             |
| Social awareness  | Involved in bullying                             | Better relationships with friends                                       |

Source: Research Data (2026)

Based on observations, interviews, and documentation, the majority of program participants demonstrated a shift in behavior toward a more positive direction after participating in the Rehab Hati Program at SMP 4 Gorontalo. Guidance and counseling teachers, as well as homeroom teachers, observed an increase in student attendance, a decrease in disciplinary violations, greater responsibility in completing assignments, and changes in how students interact with teachers and peers. Additionally, some students began to demonstrate improved ability to manage their emotions and resolve conflicts without resorting to aggressive behavior.

Triangulated data revealed that 28 of the 35 program participants have demonstrated positive behavioral development, while the remaining seven students have not yet shown optimal changes and still require more intensive guidance. These findings indicate that the program's success is reflected not only in a decrease in problematic behaviors but also in the emergence of various prosocial behaviors that support students' adjustment to the school environment.

These findings can be understood through the perspective of *transformative learning*, which emphasizes that change occurs when individuals gain experiences that encourage critical reflection on their ways of thinking, beliefs, and



habits that they have long held (Saputro, 2025). In the Rehab Hati Program, the various forms of guidance students receive provide them with opportunities to recognize the consequences of their behavior, evaluate themselves, and build a commitment to more positive choices. This reflective process serves as the foundation for behavioral changes that become evident in students' daily lives. However, the ability to sustain these changes is greatly influenced by individual readiness and the support received after the program ends.

The findings of this study are also consistent with various empirical studies showing that supportive and reflective guidance interventions can help adolescents develop self-regulation skills, enhance social and emotional competencies, and reduce tendencies toward problematic behavior (Annisa, 2023; Silkenbeumer et al., 2024). However, this study offers a different perspective by demonstrating that the success of rehabilitative programs in school settings is not only indicated by a reduction in disciplinary infractions but is also reflected in the development of courtesy, increased social concern, improved emotional regulation, and more positive engagement in school life. These findings expand the field of character education by emphasizing that changes in students' behavior should be understood as a transformative process that touches upon various dimensions of development, rather than merely compliance with school rules.

The implication of these findings is the need for schools to develop sustainable follow-up mechanisms after the implementation of guidance programs. Students who have shown positive development require reinforcement so that these behaviors become ingrained habits, while students who have not yet experienced optimal change need more intensive guidance tailored to their individual needs. Regular monitoring, family involvement, and support from various stakeholders are crucial factors in ensuring that the changes initiated through the Rehab Hati Program are sustained and develop into lasting positive character traits.

## CONCLUSION

This study concludes that the Rehab Hati Program serves as a collaborative character-building intervention for students with a history of behavioral problems at SMP Negeri 4 Gorontalo. The program is implemented through structured guidance involving counseling services, character education, parental engagement, and support from external institutions. Its implementation is supported by the active involvement of school personnel, families, and community partners who collectively contribute to the guidance process. The findings indicate that participation in the program is associated with positive changes in students' discipline, responsibility, politeness, and self-control, although the extent of change varies among individuals.

These findings suggest that character development among students with behavioral problems is more effective when schools provide opportunities for self-reflection, continuous guidance, and coordinated support from multiple stakeholders. Therefore, schools need to strengthen follow-up interventions after intensive programs through sustained collaboration among teachers, parents, and relevant institutions.

This study was limited to a single school setting and focused on short-term observations following program implementation. Consequently, the findings cannot be generalized to other educational contexts, nor do they fully capture the long-term sustainability of students' behavioral changes. Future studies are recommended to examine similar programs in different school settings and to explore the long-term impact of character intervention programs on student development.

## REFERENCES

- Aisyahrani, A. (2024). Pengembangan Pendidikan Karakter Di Sekolah Untuk Membentuk Generasi Muda Yang Unggul. *Educazione: Jurnal Multidisiplin*, 1(1), 1–12.
- Annisa, A. (2023). Pelatihan Regulasi Emosi: Mengembangkan Intervensi Untuk Meningkatkan Regulasi Emosi Pada Anak. *Tin: Terapan Informatika Nusantara*, 4(3), 198–202. <https://doi.org/10.47065/Tin.V4i3.4214>
- Apriliani, S., Astuti, I. T., & Wijayanti, K. (2025). Gambaran Regulasi Emosi Remaja Sekolah Menengah Pertama Di Smp Sultan Agung 4 Semarang. *Corona : Jurnal Ilmu Kesehatan Umum, Psikolog, Keperawatan Dan Kebidanan*, 3(2), 125–137.
- Cesarahmat, N., Astuti, A. D., & Suprihyatin, N. (2024). Bahaya Kenakalan Remaja Pada Jenjang Sekolah Menengah Pertama. *Akademika: Jurnal Ilmiah Kependidikan*, 23(2), 13–18.
- Handayani, I. P., & Hasrul, H. (2021). Analisis Kemitraan Guru Dan Orang Tua Dalam Pembentukan Karakter Anak Berdasarkan Kurikulum 2013 Di Sma. *Jurnal Pembangunan Dan Pendidikan: Fondasi Dan Aplikasi*, 9(1), 1–12.
- Krisna, F. N., Rachmat, H., Azizah, S. N., Hidayatillah, R., Samosir, I., Wicaksono, M. E., Rahmadanty, P., Dewi, E., Oktaviani, M., Ayunda, A. A. S. D., Maurits, R. H., & Maulana, T. (2025). *Tantangan Dan Peluang Mewujudkan*

- Lingkungan Belajar Yang Aman, Nyaman, Dan Menggembirakan*. Pusat Standar Dan Kebijakan Pendidikan Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan Dasar Dan Menengah.
- Lenkauskait'e, J., Colomer, J., & Bubnys, R. (2020). Students ' Social Construction Of Knowledge Through Cooperative Learning. *Sustainability*, 12(22). <https://doi.org/10.3390/Su12229606>
- Mahmuda, M., Syahputri, L., Puspita, A., & Wiguna, S. (2024). Optimalisasi Peran Keluarga , Sekolah , Dan Masyarakat Dalam Penguatan Pendidikan Karakter Berbasis Kearifan Lokal. *Aspirasi : Publikasi Hasil Pengabdian Dan Kegiatan Masyarakat*, 2(6).
- Miles, M. B., & Huberman, A. M. (1992). *Analisis Data Kualitatif: Buku Sumber Tentang Metode Metode Baru*.
- Nain, U., Kadir, M. D. F., & Sosiawan, A. (2023). Modal Sosial Melalui Kepercayaan(Trust) Masyarakat Di Dusun 1 Daungparue Desa Betao Riase Kecamatan Pitu Riawa Kabupaten Sidenreng Rappang. *Pallangga Praja*, 5(1).
- Nggilu, A., Adhani, Y., Nadia, S., & Dotuttinggi, S. J. (2026). A Portrait Of Civics Learning Strategies Oriented To National Character At Sma Negeri 1 Kabila. *Journal Of English Language And Education*, 11(2), 382–389.
- Nurlila, R. U., & Fua, J. La. (2017). Penyalahgunaan Zat Adiktif Pada Siswa Kelas Viii Di Sekolah Menengah Pertama Negeri 05 Kota Kendari. *Jurnal Al-Ta'dib*, 10(1), 73–90.
- Rahmayanty, D., Khasanah, U. L., Emosda, R. H., Rinjani, A. P., & Anggraini, D. (2024). Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas. *Cons-Iedu: Islamic Guidance And Counseling Journal*, 04(02), 320–328.
- Rizanty, R. (2025). Langkah Kecil Untuk Masa Depan Yang Lebih Baik: Pendekatan Perubahan Perilaku Berbasis Kebiasaan. *Voice: Journal Volunteer Outreach, Innovation, And Community Empowerment*, 1(2), 7–12.
- Saputro, J. D. (2025). Jack Mezirow ' S Transformative Learning On The Dimension Of Critical Thinking And Digital Literacy : A Needs Analysis Study. *Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, 6(1), 158–175.
- Silkenbeumer, J., Lüken, L. M., Holodyski, M., & K"Artner, J. (2024). Social And Emotional Learning : Research , Practice , And Policy Emotion Socialization In Early Childhood Education And Care – How Preschool Teachers Support Children ' S Emotion Regulation. *Social And Emotional Learning: Research, Practice, And Policy*, 4(September 2023). <https://doi.org/10.1016/J.Sel.2024.100057>
- Sugiyono. (2016). *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.
- Sumarsono, P., Inganah, S., Iswatiningsih, D., & Husamah. (2020). *Belajar Dan Pembelajaran Di Era Milenial*. Penerbit Universitas Muhammadiyah Malang.
- Suwandi, & Kurnia, H. (2025). Perundungan Di Sekolah Sebagai Indikator Kegagalan Internalisasi Etika Sosial : Implikasinya Terhadap Kualitas Sumber Daya Manusia. *Journal Of Contemporary Issues In Primary Education (Jcipe)*, 3(2), 138–148.
- Victoria, C. G., & Eliasa, E. I. (2024). Memahami Peran Masyarakat Sekolah Sebagai Kunci Perkembangan Pendidikan Karakter Siswa : Kajian Teori Ekologi Urie Bronfenbenner. *Innovative: Journal Of Social Science Research*, 4(6), 4627–4638.
- Wahira, Mus, S., & Hamid, A. (2023). The Need For A Character Education Management Model To Increase Students' Adversity Quotient In Elementary Schools. *Journal Of Innovation In Educational And Cultural Research*, 4(4), 654–662. <https://doi.org/10.46843/Jiecr.V4i4.1029>
- Yunus, R., Adjie, Z., Dotuttinggi, S. J., & Dawanggi, N. (2025). Implementasi Pendidikan Karakter Melalui Penguatan Nilai Huyula Di Smk Negeri 1 Limboto. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 4(2), 9434–9446. <https://doi.org/10.31004/Jerkin.V4i2.3171>