

03-02-2026

## **Learning management based on character education in education subjects through online learning**

Nurul Faizah, Ghasa Faraasyatul 'Alam, Ömer Şaban

**To cite this article:** Faizah, N., 'Alam, G. F., & Saban, O. (2026). Learning management based on character education in education subjects through online learning. *Priviet Social Sciences Journal*, 6(1), 39-49. <https://doi.org/10.55942/pssj.v6i2.811>

**To link to this article:** <https://doi.org/10.55942/pssj.v6i2.811>



Follow this and additional works at: <https://journal.privietlab.org/index.php/PSSJ>  
Priviet Social Sciences Journal is licensed under a Creative Commons Attribution 4.0 International License.

---

This PSSJ: Original Article is brought to you for free and open access by Privietlab. It has been accepted for inclusion in Priviet Social Sciences Journal by an authorized editor of Privietlab Journals

Full Terms & Conditions of access and use are available at: <https://journal.privietlab.org/index.php/PSSJ/about>



## Learning management based on character education in education subjects through online learning

Nurul Faizah<sup>1\*</sup>, Ghasa Faraasyatul 'Alam<sup>2</sup>, Ömer Şaban<sup>3</sup>

<sup>1</sup>Ankara University, Turkey

<sup>2</sup>Brawijaya University, Jl. Veteran, Ketawanggede, Kec. Lowokwaru, Kota Malang, Jawa Timur, Indonesia

<sup>3</sup>Harran University, Turkey

\*e-mail: [nurulfaizah2994@gmail.com](mailto:nurulfaizah2994@gmail.com)

*Received 08 October 2025*

*Revised 12 December 2025*

*Accepted 03 February 2026*

### ABSTRACT

This study aims to discover and analyze the implementation of character education-based learning management in online learning during the COVID-19 pandemic, including Educator Professional Ethics and Introduction to Education, through compulsory education courses. This study used a qualitative approach and descriptive types. Observations, field records, documentation, and articles were used as the data sources. The Miles and Huberman Models are used in data analysis procedures, with stages of data collection, data display, data reduction, and data verification. According to the findings, character education was conducted during online learning through cooperation between students and lecturers. Lecture rules, such as face-to-face meetings, can still be followed by students and lecturers. Students and lecturers cooperate to implement ethical principles in discussion forums, such as asking questions and responding to responses.

**Keywords:** character education; learning management; online learning

**priviet lab.**  
RESEARCH & PUBLISHING



## 1. INTRODUCTION

The aim of online learning during the pandemic, sometimes known as "virtual learning", is to limit the number of COVID-19 viral infections while maintaining teaching and learning activities in educational institutions. Online learning has proven successful in controlling the spread of the COVID-19 virus. However, for many parties, particularly educators and students, the impact of major changes in using applications or media for learning is a new problem (Massie & Nababan, 2020). For instance, not all educators are ready and accustomed to learning through digital platforms due to a lack of complete socialization and training; not all educators know how to control students in online learning; some students are not used to learning from home; some students are not used to spending a lot of internet quota; and parents who still do not understand the concept of online learning (Massie & Nababan, 2020; Robiasih et al., 2021; Setyorini & Asiah, 2022; Swasti, 2020; Widodo & Nursaptini, 2020). Because the conditions are different from those in the classroom, students who are initially devoted to learning become less interested in learning from home (Akhir, 2021).

Learning that involves internet access to obtain the needed knowledge is referred to as online learning (Pratiwi et al., 2020). Online learning can be done at any time and from anywhere, regardless of distance or time constraints, as long as you have access to the internet. Students have had good experiences in accessing knowledge and obtaining instruction without needing to come directly to educational institutions, as has been accomplished throughout the pandemic.

During the pandemic, online learning did not establish clear standards for learning objectives (Wiguna, 2021). Although there is no established standard, online learning is carried out in many educational institutions using social media at the same time to lower the COVID-19 virus's transmission rate. Zoom Meeting, Google Meet, Microsoft Teams, Google Classroom, WhatsApp, Telegram, Quizizz, Socrative, Kahoot, and other social media tools were used in learning.

However, no matter what application is used for learning media, there will be issues. The issues that resulted were also widely disseminated via social media. For instance, not being able to understand the lesson optimally because of a poor internet connection, the space for movement between educators and students is unlimited, making them less able to control their focus, unpreparedness between educators and students during learning, and educators are slower to adapt to digital platforms, and some do not read and understand the instructions that educators convey when given assignments (Irsan et al., 2021; Massie & Nababan, 2020). Furthermore, students who do not pay attention when educators provide material, such as the clothes they wear, how to sit down, and how to write messages in the forum, whether during live chat or not, have ethics. Of course, it is quite impossible to manage the character of students in an online learning environment (Hidayat et al., 2022).

As a result, good learning management is essential for limiting the effects of online learning. Learning management is a collaborative effort between many parties to attain learning objectives (Syamsudar & Arismunandar, 2021). Learning management is a process of actions starting from planning, organizing, implementing, and evaluating educators who transfer knowledge and values to students, to the completion of teaching and learning goals following educational standards. Not only should materials and teaching and learning methodologies be effectively prepared, but control and evaluation also need to be adequately implemented in online learning to reach learning goals and manifestations for social life (Robiasih et al., 2021).

Character education is a national education objective for students who can compete with good character in the future by balancing cognitive, emotional, and psychomotor intelligence (Suriadi et al., 2021). One of the foundations for developing one's self-worth in a social milieu is character education. According to Sultoni, character education is key for students to build their character to adapt to the world civilization scene (Sultoni et al., 2020).

Character education, according to Syamsudar et al., is a person's method of behaving and acting that develops into a distinct character in himself and distinguishes him from others in communal life (Syamsudar & Arismunandar, 2021). Even in online learning, the educational objectives through any platform must develop students' good character. Educators face a difficult task in educating students'

character in an infinite space.

The teacher's role as an educator in developing the character of students in the classroom is inextricably linked to their abilities. There are four skills listed in the Minister of National Education of the Republic of Indonesia's Regulation No. 16 of 2007 covering Teacher Qualification Standards and Academic Competencies: pedagogical competence, personality competence, social competence, and professional competence. Professional competencies are related to the ability to plan teaching and learning activities, understand knowledge theoretically and practically, and choose active and interactive learning methods. Pedagogic competencies are related to learning, teaching, and learning strategies, the ability to choose active and interactive learning methods, and the evaluation of learning outcomes (Abykanova et al., 2016; Caterine et al., 2019). A teacher's social competencies are also related to virtuousness, having high inventiveness, having a tolerance attitude, and so on, while social competence is related to a sense of care, a sense of duty, the capacity to work in a team, and a sense of empathy (Caterine et al., 2019). Teachers who show these four competencies are said to as competent in their disciplines, as they are capable of correctly carrying out teaching and learning activities to meet educational objectives (Bali, 2013).

Based on the following, this study focuses on the utilization of Zoom and Google Classroom to integrate character education-based learning in online compulsory educational courses. Students majoring in Education and Language, Faculty of Cultural Sciences, Universitas Brawijaya, must complete two mandatory educational courses in the last semester: Educator Professional Ethics and Introduction to Education. One of the primary provisions for the implementation of student character education before continuing to the next level, both in the next semester and while becoming an educator, is what students learn in this course.

## **2. METHOD**

This research approach used a qualitative approach with a descriptive type of research. The events that occur in learning connected to character education-based learning management during online learning are described using a descriptive type in this study. The issue mentioned has to do with the character of students while they are learning online using various teaching and learning methodologies. The subject of this study is a student of the Japanese Language Education study program, Faculty of Cultural Studies, Brawijaya University, who took the courses in Educator Professional Ethics and Introduction to Education for the 2021/2022 academic year. The data sources used in this study were observation, field notes, documentation during one semester of online learning, and articles. This study used data triangulation methods for checking data validity. The data analysis technique used the Miles and Huberman Model. It has four stages for analyzing data that are called interactive models, namely data collection, data reduction, data display, and verification/conclusion (Nasir, 2017).

The participants of this study are Japanese Language Education students, the Department of Language Education, Faculty of Cultural Studies at Universitas Brawijaya. The students of the class of 2021 added the Educator Professional Ethics and Introduction to Education courses. These courses are compulsory subjects for the education study programs, but not all students can add on a planning study application because there are requirements between Grade Point Average (GPA) and the total of European Credit Transfer System (ECTS). The lecturers used character education to build students' character through these courses, even through online learning.

## **3. RESULT AND DISCUSSION**

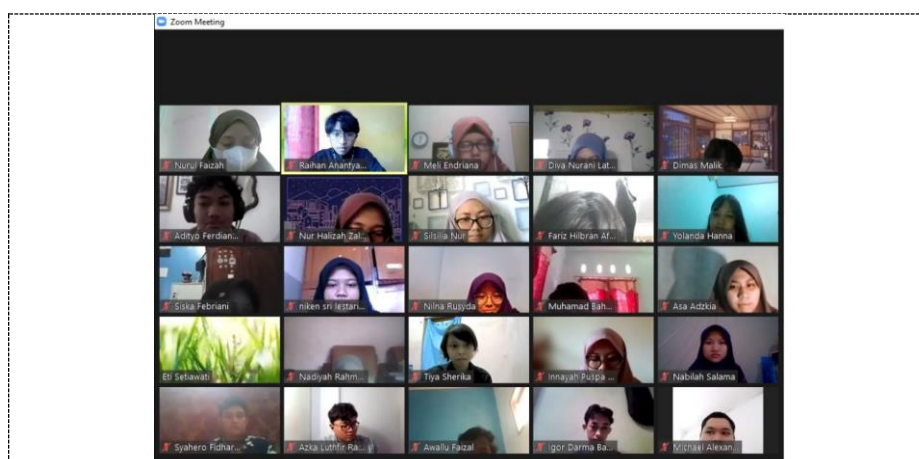
Educators, on the other hand, continue to provide students with the option of selecting their preferred learning platform. This is because each class has distinct abilities and learning styles. Educators use the Zoom and Google Classroom platforms for professional ethics classes, whereas introductory education classes use the Zoom platform for one semester.

Here are some examples of character education being used in online learning using the Zoom platform.



**Figure 1. When Students Make Presentations Online, the Learning Process**

Students in Figure 1 are giving a presentation on class management. The students appear to be completely concentrated on giving their speeches. Students who did not deliver a presentation listened to their friend's explanation during the presentation and did not raise a fuss by turning off the speaker button until their friend concluded. Students who were not present turned on the camera as a show of support for their friends who were explaining the outcomes of their group's effort. The students' seating position demonstrates their regard for their classmates.



**Figure 2. Students Are Doing Q&A After a Group Presentation**

Figure 2 shows an online class following a Zoom presentation by one of the groups. A question-answer session and conversation are represented in the image above. Students switch on the camera, and one student asks questions that are marked with a green frame line on their Zoom display, while the other student listens to a question from a classmate.

Students use the raised hand and chat tools to submit questions or comments based on the findings of their observations while waiting for the opportunity provided by the group of presenters. Before submitting questions or responses, all students who are asking or replying to inquiries always express gratitude for the opportunity their friends have given them. Even in online learning environments, students try to follow the ethics of asking questions and responding in forums.

Several learning platforms and media can be used in online learning. Zoom, Google Meet, Microsoft Teams, Google Classroom, and other learning platforms are examples. For online learning, the Educator Professional Ethics class chose Zoom and Google Classroom, while the Introduction to Education class used Zoom for one semester. Both classrooms, however, use Telegram groups to communicate lecture-related information. For instance, changes in lecture schedules, quiz notices, and a way for students to confirm when they are having difficulty while online learning.



For instance, when a group is presenting, other students turn on the camera, sit well, and pay attention to the presentation from their friend. When someone is unable to turn on the camera on Zoom, students express their apologies and reasons through Zoom Live Chat. In addition, if the connection is constrained, students immediately confirm the lecturer through a group chat on Telegram. Furthermore, if the connection is interrupted, students instantly notify the lecturer via Telegram chat group. Students offer supporting evidence when they are temporarily unable to access Zoom due to weak internet connections.

Character development can still be done through online learning because it is worth a person's self-intelligence to live a good life to be able to stand out in future social situations (Sultoni et al., 2020; Suriadi et al., 2021; Syamsudar & Arismunandar, 2021). This is also evident when students ask questions and respond to them in discussion forums. Students greet each other, introduce themselves, express gratitude, and request permission before asking questions. The student then submits a request for permission to the speaker when he is about to respond or answer his friend's question so that the other friends do not feel compelled to interrupt the discussion right away. Those who use the raise hand feature will ask and respond to or answer questions from their friends, then wait for the speaker to allow them to say what they want to say and express appreciation for their friends' presentations. This is also done in Google Classroom when students are learning.

Every day, character education should be done to establish a positive habit that will eventually form a person's self-worth (Hidayati et al., 2020). Good online learning habits are practiced not just once or twice, but throughout each learning session. For instance, in the presentation of material, questions, and answers, and other standards in ethics. In addition, lecturers use character education to help students learn online. Collaboration between lecturers and students develops a personality that influences self-worth. The learning environment is designed to build self-potential following the National Education System Law Number 20 of 2003, which is an intentional effort involving various parties, including lecturers and students.

According to the findings, three key variables influence the implementation of character education in students, including the growth of habit, role models, and lecturer abilities.

### **3.1. Habituation**

One of the most important factors in teaching good character in students is the ability to use character education in the classroom. Students' conduct will be influenced by habits that begin at the beginning of the learning process and continue until the end. Starting with learning ethics, such as the ethics of listening to the lecturer and a friend's explanations or presentations, through how to confirm if you do not follow the rules, until the completion of the class. When you can't switch on the camera in learning via Zoom, for instance, you might ask for permission and explain why. This type of habituation about character values should be incorporated into the learning process from start to finish (Akhir, 2021; Hartati et al., 2020; Hidayati et al., 2020).

Then, when they want to offer their viewpoint or respond, they begin with greetings, request permission from the speaker, and confirm attendance or absence with the lecturer or friend. When someone is sick, for instance, there are technical and non-technical barriers to overcome, as well as delays in communication that are explained. Of course, this is not just done by students, but also by lecturers or teachers as educators and administrators in education who play a critical part in developing students' personalities (Akhwani & Romdloni, 2021; Hidayat et al., 2022; Saifulloh & Darwis, 2020).

Characteristic living habits are developed not just in the classroom, but also in the home and community. One of the controllers of student development during online learning is the family environment (Irsan et al., 2021). According to Irsan et al., religious habituation is still in the good category even when learning from home because there is encouragement and monitoring from parents; the character of honesty is still relatively good, but there are some learners who do the work at the time of the test; student discipline is still maintained as during face-to-face learning such as staying in uniform, discipline when entering class, and so on; and student discipline is still maintained as during face-to-face learning such as staying in uniform, discipline when entering class and collecting assignments,

approximately 10% of all students are still undisciplined, and teachers may still control independent character and responsibility with the support of parents (Irsan et al., 2021).

The findings of Irsan et al. are supported by the findings of Robiasih et al., which show that character education based on religious, disciplined, and independent principles is carried out by teachers not only in the classroom but also at home (Irsan et al., 2021; Robiasih et al., 2021). In contrast to the findings of Massie and Nababan's study, which found that after the pandemic, some learning habits, such as discipline and honesty, have declined as a consequence of questionnaire responses, with one of the explanations being a lack of educator supervision (Massie & Nababan, 2020). Cheating is common, especially during tests or assignments that employ digital platforms, because some students are more concerned with outcomes than with the learning process. On the other hand, some students still have a strong sense of curiosity, as indicated by their frequent requests for questions and comments during online learning to learn about things they don't understand.

Different learning environments, time management between studying and other activities when studying from home, and not being fully familiar with online learning because it is the first time, sometimes when studying from home while also helping parents with their work, parents who are too busy with their work so that they lack control over their children's development during online learning are all factors that influence the changes that occur in students during online learning (Massie & Nababan, 2020; Robiasih et al., 2021).

The habituation of character education that is applied during learning needs to be integrated into the home environment by families, especially parents, because online learning is the same as learning from home. If it is done during online learning with educators or teachers, it will not be optimal because the intensity of time at home is greater. The parties responsible for strengthening character education include families, the school environment, and the community following Presidential Regulation Number 87 of 2017 that states that Strengthening Character Education (*PPK/Penguatan Pendidikan Karakter*) is an educational movement under the responsibility of the Education unit to strengthen the character of students through the harmonization of sports, sports of thought, and sports with involvement and cooperation between educational units, families, and communities as part of the National Movement for Mental Revolution (*GNRM/Gerakan Nasional Revolusi Mental*). Therefore, it is necessary to establish cooperation between parents and educators in getting used to good character (Robiasih et al., 2021).

The information presented has an impact on the development of character education behaviors. The content offered is related to character education and can be delivered through any media. For instance, by using case scenarios linked to character education in discussion forums so that students can ask questions and respond, they can begin to understand the notion of character education without having to explain what it means. According to the findings of Hidayat's study, excellent character habituation is not only a habit of activities but also a consequence of providing integration between the information offered, starting with topics, methods, and media, and the character education principles that would be imparted during learning. If the tasks or activities are implicitly integrated with character education, they will be more effective (Hidayat et al., 2022).

The results of the research by Muassomah et al. using saga, folklore, poetry, and other literary works that contain the meaning of character education in language learning are one way to shape the character of students because they contain the moral values of life (Muassomah et al., 2020). This is an integration between learning objectives and the material presented using literary works to build character education. In addition, discussion activities are carried out in groups to find out the interaction between students who are part of the practice of directly applying cooperation, which is part of the cultivation of character in socializing.

As previously stated, the development of excellent character habits is not only the responsibility of the educator but also of the family and society that build up the human educational environment. It does not imply that students attending school are just the responsibility of the teacher, but rather that character development is the duty of all parties involved. This is because students socialize not just at school but also with their families and communities. Furthermore, character education can make use of a variety of media and activities to communicate moral principles to children.

### **3.2. Role model**

Character education must be reinforced not only through habits formed during the learning process but also through the influence of a role model who may serve as a mentor to students. Educators, of course, become role models for students while they are studying. Educators will certainly serve as role models for students while they are learning. Of course, students will copy what the lecturer does if he can express good character by himself. For instance, if lecturers are accustomed to coming on time for lectures, students will attempt to avoid being late for class even if they are learning online. Educators are the most influential figures in students' lives; hence, educators with high character will be modeled after them by students, and likewise (Akhwani & Romdloni, 2021; Hidayat et al., 2022; Hidayati et al., 2020; Muassomah et al., 2020).

The result of Akhir's research demonstrates that educators have an important role in developing the character of kids since they serve as role models for students before they socialize in the community (Akhir, 2021). The findings of Akhir's study were similar to those of Lukman et al., who found that educators' personalities influence the development of student character education (Lukman et al., 2021). Patience, care, discipline, friendliness, understanding the material, being able to be a role model, being able to be a friend for students, having a soul always willing to learn, relaxing, being able to convey character education, being a pleasant person, and having a sense of affection are all characteristics of effective educators, however, in the Lukman et al. study, 5 out of 17 respondents said that the learning model, rather than the character of teachers, is an important aspect that can increase character education during the learning process, and some said that both had the same impact (Lukman et al., 2021).

Furthermore, it is obvious that, in addition to a successful learning model, lecturers' habits or character will influence the success or failure of character development. Because students are interested in how their educators are provided and are implanted in the hearts of students, the habits of educators with high character will affect the ease or not of presenting information in learning (Bali, 2013; Muassomah et al., 2020). According to the findings of a study by Hidayati et al., character education will be effectively communicated if educators can serve as good role models, as this is a strategy for developing students' moral values (Hidayati et al., 2020).

In addition to being a good role model for students, educators should be able to be excellent parents during the learning process to build students' good character because the two have a positive relationship (Yolcu & Sari, 2018). If learners are treated as if they are second parents, they will feel at ease. If educators serve as role models for students, for instance, by being disciplined, honest, and kind, students will be more likely to apply excellent character (Akhwani & Romdloni, 2021; Hidayat et al., 2022). Learners will replicate what they see and hear on a routine basis, one of which is educators' learning practices.

Because the intensity of time spent with family and community is greater when students are not in school, parents and the community surroundings serve as controls and role models for students while they are not in school (Akhwani & Romdloni, 2021; Hidayat et al., 2022; Robiasih et al., 2021). Learners will, without exception, copy what they see in their parents and people around them. As a result, it's not surprising that some students appear to be fine at school or during the learning process but are quite different outside the community, as evidenced by the online learning discussion forum used in this study.

### **3.3. Teacher's Competency**

Teachers or lecturers whose goal is to develop a generation of good citizens, while also teaching students how to think critically. As a result, competencies that must be possessed by teachers or lecturers are required. The Regulation of the Minister of Education of the Republic of Indonesia Number 16 of 2007 specifies the competencies that must be had by teachers or lecturers, namely educational competence, personality competence, social competence, and professional competence. This was also conveyed by Bali, who noted that an instructor must possess these four qualities. The ability to design learning, evaluate learning, recognize students' needs, comprehend learning theories, and assist in the development of students is referred to as pedagogic competence. Then there's personality competence, which is linked to having a sense of responsibility, a sense of love for one's homeland, creativity, and innovation, and social competence, which is linked to having an adult attitude in acting, a sense of empathy, high concern, being



able to work in a team, having a leader spirit, having a sense of tolerance, and so on (Bali, 2013). Professional competencies related to mastering and exploring the materials to be delivered to students; understanding every teaching and learning activity carried out, and understanding teaching and learning situations so that they can make the best decisions when faced with certain situations are also required of teachers.

To compile the learning plan to the Competency Standards (*Standar Kompetensi/SK*) and Basic Competencies (*Kompetensi Dasar/KD*), skills and professional competencies are required. They also provide learning resources and activities that contain character values to build character education when preparing learning plans according to SK and KD (Dharmawan et al., 2022). Teachers or lecturers, as educators, not only present material in teaching and learning activities but also recognize that each activity strives to prepare students to face challenges in the future based on their experiences, and to build their personalities (Abykanova et al., 2016). This ability will motivate teachers to provide engaging learning experiences tailored to the requirements of students, as well as to have a positive disposition that allows them to effectively communicate character education values (Lukman et al., 2021).

Despite the rapid advancement of technology, teachers and lecturers are still required to serve as motivators, facilitators, and mentors in the transmission of character traits such as empathy, tolerance, and a feeling of concern that will form students' personalities (Indira et al., 2020; Ramesh et al., 2019). Greenlaw stated that stresses educators' role in shaping students into moral agents who can be responsible in society and encourage lifelong learning, especially in the 4.0 era (Indira et al., 2020). In addition to pedagogical competencies, Indira et al. stated that educators in the 4.0 era must have competence in technology management, competence in handling globalization, competence as problem solvers in facing the problems of change, and competence in facing the challenges of change, competence in facing the future, including the ability to respond to changes and predict future, as well as counselor competence (Indira et al., 2020).

Teachers and lecturers should be socially conscious. This skill will assist the educator in comprehending the learners' circumstances, such as tolerating all differences among their students. Furthermore, this competency will assist teachers or lecturers in effectively resolving problems and providing alternative solutions. If a problem with the student develops, this ability will assist in talking with the student's parents (Akhwani & Romdloni, 2021). The monitoring of the student's educational process will be assisted by communication between educators and parents (Hidayat et al., 2022). Learners will demonstrate the social competencies that an educator possesses based on their learning experiences.

Furthermore, an educator should have personality competency because his or her personality serves as an example for students (Bali, 2013; Hidayati et al., 2020; Muassomah et al., 2020; Putra et al., 2020). Teachers with personalities of patience, caring, friendliness, inspiration, and discipline will provide an example for students (Lukman et al., 2021; Muassomah et al., 2020). Following Presidential Regulation Number 87 of 2017, an educator's personality competency will give students experience in the balance of physical and mental.

#### **4. CONCLUSION**

During online learning, character education does not rule out the possibility of behavioral changes as a result of the surrounding environment's effect. It's still tough to keep track of all pupils in online classes. This is because instructors and students are unable to meet in person in the same room. Other difficulties, such as the internet network and the load of internet quotas, also influence whether or not character education is delivered during online learning, so students must be mindful of their behavior to build a better personality.

The learning management based on character education can be implemented with careful planning, not only in terms of material preparation and completeness but also in terms of how character education is delivered. Character education demands not only that students be excellent role models, but also that professors be good role models. If the lecturer takes on the position of a good role model,

students will be able to learn from his or her example and familiarize themselves with the lecturer's good character without having to wait for commands.

#### **Ethical Approval**

Not Applicable

#### **Informed Consent Statement**

Not Applicable

#### **Author's Contributions**

NF conceptualized the study, designed the research methodology, conducted data collection and analysis, and drafted the manuscript. GFA contributed to data interpretation, literature review, and manuscript revision. OS provided academic supervision, critically reviewed the manuscript, and contributed to the refinement of the theoretical framework. All authors have read and approved the final version of the manuscript.

#### **Disclosure Statement**

The writers mention that they do not have any personal issues that could affect their work.

#### **Data Availability Statement**

The information shared in this study can be accessed through the main author to keep things private.

#### **Funding**

This study did not get any external financial support.

#### **Notes on Contributors**

##### **Nurul Faizah**

Nurul Faizah is affiliated with Ankara University

##### **Ghasa Faraasyatul 'Alam**

Ghasa Faraasyatul 'Alam is affiliated with Brawijaya University

##### **Ömer Şaban**

Ömer Şaban is affiliated with Harran University

#### **REFERENCES**

- Abykanova, B., Tashkeyeva, G., Idrissov, S., Bilyalova, Z., & Sadirbekova, D. (2016). Professional Competence of a Teacher in Higher Educational Institution. *SCIENCE EDUCATION*.
- Akhir, M. (2021). The Implementation Of Character Education In Indonesian Language Learning For Class Va Students At SD Inpres Parangrea, Bajeng District, Gowa Regency, South Sulawesi. *JED: Journal of Etika Demokrasi*, 6(2), 329–338.  
<https://journal.unismuh.ac.id/index.php/jed/article/view/6243/3982>

- Akhwani, A., & Romdloni, M. A. (2021). Pendidikan Karakter Masa Pandemi Covid-19 di SD. *IJPE: The Indonesian Journal of Primary Education*, 5(1), 1-12. I. <https://ejournal.upi.edu/index.php/IJPE/article/view/31381/15251>
- Bali, M. (2013). Peran Dosen dalam Mengembangkan Karakter Mahasiswa. *Humaniora*, 4, 800. <https://doi.org/10.21512/humaniora.v4i2.3508>
- Caterine, W., Budiana, N., & Indrowaty, S. A. (2019). *Etika Profesi Pendidikan Generasi Milenial 4.0*. Universitas Brawijaya Press.
- Dharmawan, D., Trisnamansyah, S., Mulyasana, D., & Fiah, H. (2022). Management Of Character Education Strengthening Program In Building The National Soul Of Vocational School Students In Bandung City (Case Study at SMKN 9 and SMKN 13 Bandung). *International Journal of Educational Research & Social Sciences*, 3(1), Article 1. <https://doi.org/10.51601/ijersc.v3i1.271>
- Hartati, N. S., Thahir, A., & Fauzan, A. (2020). Manajemen Program Penguatan Pendidikan Karakter Melalui Pembelajaran Daring dan Luring di Masa Pandemi Covid 19-New Norma. *El-Idare: Journal of Islamic Education Management*, 6(2), 97–116. <https://doi.org/10.19109/elidare.v6i2.6915>
- Hidayat, M., Rozak, R. W. A., Hakam, K. A., Kembara, M. D., & Parhan, M. (2022). Character education in Indonesia: How is it internalized and implemented in virtual learning? *Jurnal Cakrawala Pendidikan*, 41(1), Article 1. <https://doi.org/10.21831/cp.v41i1.45920>
- Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno. (2020). Exploring the Implementation of Local Wisdom-Based Character Education among Indonesian Higher Education Students. *International Journal of Instruction*, 13(2), 179–198. <https://eric.ed.gov/?id=EJ1249134>
- Indira, E. W. M., Hermanto, A., & Pramono, S. E. (2020). *Improvement of Teacher Competence in the Industrial Revolution Era 4.0*. 350–352. <https://doi.org/10.2991/assehr.k.200620.068>
- Irsan, A. L. N. G., Adawiah, R., & Hidayatullah, F. (2021). Implikasi Pembelajaran Daring (Online) Terhadap Perubahan Karakter Siswa Selama Pandemi COVID-19 di Sekolah Dasar. (JKPD) *Jurnal Kajian Pendidikan Dasar*, 6(1), 86–91. <https://doi.org/10.26618/jkpd.v6i1.4746>
- Lukman, Marsigit, Istiyono, E., Kartowagiran, B., Retnawati, H., Cahyo Adi Kistoro, H., & Putranta, H. (2021). Effective Teachers' Personality in Strengthening Character Education. *International Journal of Evaluation and Research in Education*, 10(2), 512–521. <https://eric.ed.gov/?id=EJ1299226>
- Massie, A. Y., & Nababan, K. R. (2020). Dampak Pembelajaran Daring Terhadap Pendidikan Karakter Siswa. *Satya Widya*, 37(2), 54–61. <https://ejournal.uksw.edu/satyawidya/article/view/4988/1910>
- Muassomah, M., Abdullah, I., Istiadah, I., Mujahidin, A., Masnawi, N., & Sohrah, S. (2020). Believe in Literature: Character Education for Indonesia's Youth. *Universal Journal of Educational Research*, 8, 2223–2231. <https://doi.org/10.13189/ujer.2020.080605>
- Nasir, Moh. (2017). *Metode Penelitian* (11th ed.). Ghalia Indonesia.
- Pratiwi, M. R., Rosalia, N., & Aliya, F. N. (2020). Interpersonal Communication Factors Forming Supportive Learning Environments at Dian Nuswantoro University Semarang. *Profetik: Jurnal Komunikasi*, 13(1), Article 1. <https://doi.org/10.14421/pjk.v13i1.1723>
- Putra, F. R., Imron, A., & Djum Noor Benty, D. (2020). Implementasi Pendidikan Karakter Sopan Santun Melalui Pembelajaran Akidah Akhlak. *JAMP: Jurnal Adminitrasi Dan Manajemen Pendidikan*, 3(2), 182–191. <http://journal2.um.ac.id/index.php/jamp/article/view/13625>
- Ramesh, P., Thammi Raju, D., Reddy, K. M., Krishnan, P., Biswas, A., & Umamaheshwari, T. (2019). Perception of teaching competencies by administrators, faculty and students of Indian agricultural universities: An assessment of faculty training needs. *The Journal of Agricultural Education and Extension*, 25(4), 337–359. <https://doi.org/10.1080/1389224X.2019.1609997>
- Robiasih, H., Setiawan, A., & Dardjito, H. (2021). Character education strengthening model during learning from home: Ki Hajar Dewantara's scaffolding concept. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 25(1), Article 1. <https://doi.org/10.21831/pep.v25i1.36385>
- Saifulloh, A. M., & Darwis, M. (2020). Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar mi Masa Pandemi Covid-19. *Bidayatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(2), 285–311. <https://www.iaisyarifuddin.ac.id/ejournal/index.php/bidayatuna/article/download/638/396/>

- Setyorini, A., & Asiah, S. (2022). Konsep Pendidikan Karakter Menurut Ki Hajar Dewantara. *Turats*, 14, 71–99. <https://doi.org/10.33558/turats.v14i2.4466>
- Sultoni, S., Gunawan, I., & Argadinata, H. (2020). Dampak Pembelajaran Berkarakter Terhadap Penguatan Karakter Siswa Generasi Milenial. *JAMP: Jurnal Adminitrasi Dan Manajemen Pendidikan*, 3(2), 160–170. <https://journal2.um.ac.id/index.php/jamp/article/download/14196/5859>
- Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis Problema Pembelajaran Daring Terhadap Pendidikan Karakter Peserta Didik. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(1), Article 1. <https://doi.org/10.31004/edukatif.v3i1.251>
- Swasti, I. K. (2020). Implementasi Manajemen Pembelajaran Daring Dengan Platform Wa, Cr, M-Z Dan Kepuasan Mahasiswa. *JAMP: Jurnal Adminitrasi Dan Manajemen Pendidikan*, 3(4), 342–351. <https://journal2.um.ac.id/index.php/jamp/article/view/16781>
- Syamsudar, S., & Arismunandar, A. (2021). Manajemen Pembelajaran Berbasis Pendidikan Karakter di SD Negeri Unggulan. *Jurnal Administrasi, Kebijakan Dan Kepemimpinan Pendidikan [JAK2P]*, 2(1), 11–24. <https://ojs.unm.ac.id/JAK2P/article/view/10074/pdf>
- Widodo, A., & Nursaptini, N. (2020). Problematika Pembelajaran Daring dalam Perspektif Mahasiswa. *ELSE (Elementary School Education Journal)*, 4(2), 100–115. <http://dx.doi.org/10.30651/else.v4i2.5340>
- Wiguna, F. A. (2021). HUBUNGAN PENDIDIKAN KARAKTER DENGAN COPING STRES PADA MAHASISWA PGSD SAAT PEMBELAJARAN DARING DIMASA PANDEMI COVID-19. *Jurnal Ibriez: Jurnal Kependidikan Dasar Islam Berbasis Sains*, 6(1), 20-34. <https://doi.org/10.21154/ibriez.v6i1.139>
- Yolcu, E., & Sari, M. (2018). *Teachers' Qualities and Self-Efficacy Perceptions in Character Education*. 11. <https://doi.org/10.24193/adn.11.3-4.3>