

Analysis of Character Formation of Students of MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus

Nikmah, A. R.^{1*}, Utaminingsih, S.¹, & Ismaya, E. A.¹

¹Faculty of Teacher Training and Education, Muria Kudus University
Kudus Regency, Jawa Tengah 59327, INDONESIA

*Corresponding Author: 202003008@std.umk.ac.id

To Cite This Article:

Lastname, F. N., & Lastname, F. N. (2026). Analysis of Character Formation of Students of MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus. *ICCCM Journal of Social Sciences and Humanities*, 5(2), 8–15. <https://doi.org/10.53797/iccmjssh.v5i2.2.2026>

Abstract: This study aims to describe the analysis of the formation of Character Education and explain the character values that have been implemented in MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus. Character education is defined as an effort to instill good habits so that students are able to behave and act based on the values that have become their personality. Teachers are someone who is respected and imitated. This study uses a qualitative approach, the type of research is a case study. This research uses data collection techniques in the form of observation, interviews, and documentation. Data analysis uses the steps of data reduction, data presentation, and drawing conclusions. Data validity using triangulation of data sources and techniques. The results of the study show that the implementation of character education is in accordance with the implementation, planning and values of character learning. There are 5 character values. Formation Lack of understanding of teachers and parents in instilling character education in schools, students still need guidance to form students' character education. The research concludes that parental and teacher motivation still hinder children from developing good character. Collaboration between schools and teachers is crucial in developing character education in students.

Keywords: Analysis, formation of Character Education.

1. Introduction

Character building must reassert the role of teachers as crucial factors in the development of students' personalities. Teachers must be restored to their true role as educators, not merely instructors who transfer knowledge in the classroom. As educators, teachers must play a greater role in nurturing and developing students' personalities through intensive interactions, both in and outside the classroom.

Exemplary behavior is an absolute must for teachers. In character education, the role models required by teachers include consistency in carrying out religious commands and avoiding prohibitions, concern for the plight of the underprivileged, persistence in achieving individual and social success, resilience in the face of challenges, obstacles, and temptations, and the speed of movement and self-actualization. Teachers' exemplary behavior is crucial for the effectiveness of character education. Without exemplary behavior, character education loses its most essential spirit (Agustina et al., 2021).

Being a role model is easy to say, but difficult to practice. This is because being a role model is born through a long educational process, starting from material enrichment, reflection, appreciation, practice, resilience, and consistency in actualization. In this case, education is experiencing a crisis of role models. This is what causes the degradation of knowledge and moral decadence to become acute. Many teachers' attitudes and behaviors cannot serve as examples for their students. They lack mentors to look up to and emulate. Ultimately, they become wild in expressing their freedom. This is where the moral crisis occurs. Their idols are stars who enjoy flaunting excessive beauty.

Kurniawan (2014:41) explains that there are 18 values that must be developed and instilled in students according to the national education system, including: religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, love of peace, friendly and communicative, love of reading, care for the environment, care for society, and responsibility.

Based on the results of interviews conducted at MI NU Miftahul Ulum 01 Honggosoco Jekulo, it shows that problems in character education can arise because the current education system is not running optimally, especially in the implementation of character education. Character education should be the most effective way to shape students'

*Corresponding author: Author@mail.com
<https://iccmjssh.com/> All right reserved.

character if implemented seriously. Teachers are the right figures to shape students' character, because teachers are the people who meet students every day in class, so the implementation of class-based character education is the best step teachers can take for their students. However, teachers often do not understand class-based character education and character building efforts that can be applied to improve the quality of students in Indonesia. This makes the implementation of character building unable to run optimally.

Based on the observation results, the above problems also occurred in MI NU Miftahul Ulum 01 Honggosoco Jekulo, indicating that teachers have implemented character education and carried out the character building process by integrating it with existing learning activities, as well as with teacher role models as being highly emphasized in the school environment, although teachers have not fully implemented all class-based character education. Teachers often prioritize the perfection of students' academic aspects by neglecting character building. This results in the quality of students' characters in the MI NU Miftahul Ulum 01 Honggosoco Jekulo cluster being less than good, because students are still found who are untidy in clothing, lack discipline in participating in class learning, often say rude things and mock their peers. This situation calls for a reconstruction of child-friendly environment in schools (Suminar et al., 2023).

This is in accordance with the results of research conducted by Syamsu A. Kamarudin (2019) entitled "Character Education and Student Social Behavior". The results of the study show that the design for developing a character building program for students and the steps for forming students. Character education must essentially refer to the vision and mission of the institution concerned. This shows the orientation of two things on the character of students, namely: aspects of human character and individual student characteristics of the institution. In this paper, the author tries to express his ideas on both aspects by referring to several other writings. The final result, the author hopes for the birth of a patent design as an initial reference to pioneer the character development program for students (Trisdiono et al., 2019).

Based on the above background regarding the problem of character formation of students, the researcher is interested in conducting research at MI NU Miftahul Ulum 01 with the title "Analysis of Character Formation of Students at MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus".

Character can be defined as a person's nature, morals, and way of acting, formed through the process of internalizing values and various policies that depend on their own life. Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs. Character is a psychological trait, morals, or manners that characterize a person or group of people.

Fitri's character (2012:34) states that humans basically have two potentials, namely good and bad. With these two potentials, humans can determine whether they are good or bad. Human good nature is driven by a good heart and a healthy personality. Bad character is driven by a sick heart, angry lust, prostitution, greed, and a dirty mind. Humans have many tendencies due to the many potentials they carry. In general, this tendency can lead to good people and bad people. Therefore, character education must be able to interpret and develop positive values so that it can naturally build and shape someone into a superior and noble individual (Juliani & Bastian, 2021).

Character education is a conscious effort made by educators to teach goodness and form good habits as the character of students with the aim of making students able to make wise decisions and behave well in everyday life.

The implementation of character formation and class-based character education carried out by teachers has not been carried out systematically. The initial step in this research is that the researcher conducted a preliminary study to determine the initial problem that became the basis for conducting the research. The initial problem in this research is the large number of deviant behaviors carried out by the young generation of the Indonesian nation, as well as the concerning condition of the character of students in elementary schools. Starting from this problem, the researcher wanted to investigate how efforts to form the character of students through classroom-based character education carried out by teachers in elementary schools. After collecting the data, the researcher will carry out data processing which includes data reduction, data presentation, and drawing conclusions. The framework of thinking is depicted in the diagram as follows:

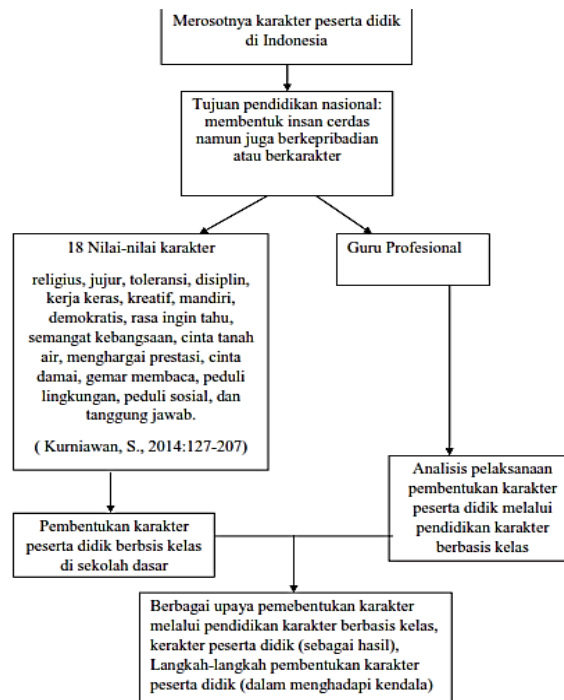


Figure 1. Thinking Framework

2. Method

This research uses a qualitative approach, a type of research conducted in the field or field research. This research includes field research (*field research*), because the data needed to compile the work This scientific data was obtained from MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus. While the nature of This research is descriptive research, namely research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons or connecting one variable with another variable.

This research uses data collection techniques in the form of observation, interviews, and documentation. Data analysis uses the steps of data reduction, data presentation, and drawing conclusions (Sugiyono, 2014). Data validity using triangulation of data sources and techniques.

3. Findings and discussion

Based on the results of research conducted at MI NU Miftahul Ulum 01, the forms of exemplary behavior carried out by teachers in forming student character are:

3.1 Religious

Religious values are implemented in the school culture of MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus with physical manifestations. The physical manifestation in school of the individual's relationship with God. Based on the results of this study, it can be concluded that the implementation of religious values in schools has been well-implemented by students. In character education, teachers instill character strengthening through religious attitudes, requiring good collaboration to shape students' personalities and become better individuals. This environment of spiritual development is essential for fostering ethical behavior and social awareness in elementary students (Hidayah & Ulfah, 2023).

Religious activities carried out by students still require further guidance from their respective parents, students need attention from teachers, because the formation of children's character values primarily comes from the family, if children are left without guidance from parents, students will have difficulty accepting good character and will not be optimal in applying it in later life (Rahayu et al., 2022). Meanwhile, students are already able to apply religious character values not only in the school environment but also at home and in the surrounding environment.

This study found that there was a significant difference between students in their thinking patterns, and that parental parenting styles significantly impacted children's growth and development. Therefore, it can be concluded that the implementation of Character Education at MI NU Miftahul Ulum 01 is good, but the role of parents at home must be

maximized, as parents are the most important factor in shaping children's character and personality outside of school hours.

The continuity between teachers and students, that teachers must first form their own personality, because according to the students' views that all actions carried out by teachers are good, then students must make teachers as examples or role models to be imitated, students emulate all attitudes, actions and actors of their teachers, both in the form of character and words and actions. Teachers provide examples to students by implementing good words, actions and behavior which are then followed by being used as examples by students, after that there is a change in the character of students.

3.2 Integrity

The value of integrity is implemented by behaving responsibly, honestly, trustworthy and consistently, the school culture of MI NU Miftahul Ulum 01 which is related to words, work actions, responsible attitudes and always being honest.

Based on the results of the study, it shows that students' integrity activities at home and at school, fourth grade students still need more guidance from their parents, because students are not given enough motivation by their parents to be responsible (Bronfenbrenner, 1979). Meanwhile, fifth grade students are already able to apply the values of integrity character education through responsibility as Muslims and responsibility for the tasks given by the school. They have a responsible spirit and can be trusted, not only in the school environment but also at home and in the surrounding community (Berkowitz & Bier, 2007).

3.3 Independent

The value of independence is implemented in the MI NU Miftahul Ulum 01 school culture which is related to the courageous attitude of not easily depending on others, work ethic (hard work), toughness, courage and creativity. This role model has been successfully implemented in students because students are able to work on questions independently, students are enthusiastic, active, and passionate in learning. The development of such independence in elementary students is a crucial indicator of self-regulated learning, which allows them to take initiative in their academic tasks (Zimmerman, 2000). Related to the implementation of role models applied at MI NU Miftahul Ulum 01, teachers have been able to be good mirrors for their students and are able to cultivate and create role models for their students. Teachers have implemented role models as much as possible to provide good examples in shaping student character that adheres to the four teacher competencies including pedagogical, personality, professional and social competencies. These competencies, especially the personality dimension, are the primary foundation for teachers to effectively internalize moral values into their students' daily lives (Lunenberget al., 2007). In implementing this role model, teachers always act as role models who apply the Prophet's example in accordance with the commands of Allah and the Messenger of Allah by having similarities between what is said and what is done. This alignment between words and actions (consistency) is the most critical element in social learning, as students are more likely to emulate observed behaviors than verbal instructions (Bandura, 1977).

3.4 Nationalist

Nationalist values are implemented in the school culture of MI NU Miftahul Ulum 01, which is related to culture and love for the homeland. Nationalism can be understood as a concept or ideology that prioritizes the identity, unity, and national interests of a nation or state (Anderson, 1983). Students have been able to develop a nationalist character, supported by creative teachers instilling character values such as singing the Indonesian national anthem during ceremonies and making traditional dolls. Students have been able to apply the values of nationalist character education, having a responsible soul and being trustworthy not only in the school environment but also at home and in the surrounding environment (Banks, 2008). The role of parents is also very much needed at home to help students in the formation of a nationalist character, respecting heroes by studying hard, being useful to the community, and so forth (Kerr, 1999).

3.5 Mutual cooperation

The value of mutual cooperation is implemented in the school culture of MI NU Miftahul Ulum 01. Teachers have formed students with Character Education with individuals who are willing to be invited to work together to make a job easier. Based on the results of the study, it shows that teachers form character in the value of mutual cooperation, working together to complete something easily. However, there are still students who do not obey the rules that apply in schools such as being lazy in carrying out class duty, but there are some students who are lazy in carrying out mutual cooperation in cleaning the classroom and need motivation from the student's class teacher.

3.6 Honest

Teachers model honesty by speaking truthfully in class and outside of it. They also consistently remind students to apologize if they make a mistake and directly reprimand them if they have a fight. Furthermore, they consistently motivate students to be honest when completing assignments. These role models are designed to foster honesty in students. Honesty must be instilled in everyday life so that it becomes ingrained in us. Implementing honesty is not difficult. To stay on the right path, blessed by Allah SWT, requires sincere intention and a daily practice, so that it becomes ingrained in us. If students are in a conducive community environment, honesty will also develop in them. By modeling honesty, it will gradually develop in students and can become a habit that is not easily lost within the students themselves.

Research shows that every teaching and learning activity needs to incorporate real-life examples to instill honesty. Elementary school students need more than just words and lectures; they also need real-life examples. They are still young children and need many examples in their lives.

3.7 Discipline

Teachers set a good example of discipline by arriving at school early, ensuring proper time allocation during teaching, and by exemplifying neat and proper uniforms. These exemplary behaviors are intended to instill discipline in students. In grade 3, one student is deaf and mute, so he is always left behind when taking notes or completing assignments. Discipline is a condition that demonstrates the values of obedience to rules. Discipline will enable a person to know and distinguish between permissible and inappropriate actions.

Based on the research results, it shows that a clean and tidy environment with not much scattered rubbish and adequate facilities is very supportive for the formation of children's character.

4. Discussions

Based on the results of research conducted at MI NU Miftahul ULum 01 Honggosoco Jekulo Kudus, it shows that the form of character formation is carried out through teaching and learning activities in the classroom, namely: (1) Religious; (2) Integrity; (3) Independent; (4) Nationalist; (5) Mutual cooperation; (6) Honest; (7) Discipline.

The characters of students at MI NU Miftahul Ulum 01 are different, but still within reasonable limits, however all parties of the madrasah, especially the teaching staff, strive and strive to foster a religious character, held in various activities including, dhuha prayer worship, dzuhur prayer in congregation, dzuhur cultum, alms on Fridays are carried out routinely. Then students respect and obey the teacher can be seen when they meet the teacher, get used to greeting, show a smiling face when passing in front of the teacher.

Religious character values are attitudes and behaviors that adhere to the teachings of one's religion, are tolerant of the worship practices of other religions, and live in harmony with followers of other faiths. Interviews conducted in this study revealed that children are accustomed to carrying out their religious obligations on time. In this regard, children already understand their obligations without needing to be reminded by their parents (Erik Aditia Ismaya, et al. 2021).

Character building through role models aims to strengthen life values to align with those developed in schools. While teachers have already collaborated with others to provide this role model, cooperation with parents is still considered insufficient, requiring teachers to invest more effort in shaping students' character through role models. Teacher role models are intended to shape students' character. Achieving this goal requires collaboration with others. As Hamid (2013) explains, this requires collaboration with parents, schools, and the community. One of the roles of teachers in educating students about their character is as role models. According to Hamalik (2008), the role of teachers as role models is that teachers are expected to be able to provide good examples to students so that they can emulate them.

The family has a role as a medium the first socialization for children. This is the role that make parents have responsibility on the physical and mental development of children. In the family, children begin to be introduced to teachings that are in accordance with the rules that applies in religion and society. All children's activities, from behavior to language, are inseparable from parental attention and guidance. (Salafuddin, et al. 2020)

This opinion is in accordance with the role of teachers as role models in MI NU Miftahul Ulum 01 with the results of the study, namely teachers provide examples to students to be disciplined in any matter, throw garbage in its place, eat and drink using the right hand, eat and drink should not be while standing, speak according to etiquette, speak softly to anyone who is still within reach, clothing must be syar'i, pray when starting an activity, provide examples to always speak and act honestly, and other good things. In addition, teachers will also not get tired of reminding students to behave well in daily habits so that good character is embedded in students.

The implementation of exemplary behavior by teachers is important to be formed in the learning process which is carried out through three steps.

1. Planning means planning what role models should be developed, which can be done by first improving oneself as a good role model in terms of attitude, actions or speech, then holding discussions with teachers or the principal.

2. Modeling involves instilling good habits in daily school activities, such as praying earnestly, wearing a neat uniform, practicing prayer, and so on. This practice must be carried out continuously so that children become accustomed to it and follow it without needing to be told.
3. Assessment, where the success or failure of a role model can be seen from the behavior of students who demonstrate good attitudes, behavior, or speech. This assessment can be directly seen whether students have implemented the role model or not. Teachers act as role models for character development by making professional decisions based on both professional and moral virtues.

Therefore, the role of teachers is very important in instilling good character in students. Through teacher role models, it is hoped that students can avoid various deviant behaviors. Minister of Education and Culture Regulation No. 23 of 2015 concerning the Development of Character Education states that the implementation of Character Education is based on the basic values of nationality and humanity, which include the habituation to foster:

1. moral and spiritual attitudes to respect fellow human beings;
2. maintaining the national spirit to maintain national unity;
3. have positive interactions with the environment and fellow humans,
4. have interaction and concern with students;
5. work together to maintain the school environment;
6. give awards to students in developing their potential; and
7. involving the participation of parents and the community to be responsible for activities to cultivate positive attitudes and behavior at school.

Thus, all types of activities in schools must be based on these values. However, in its implementation, it is important to adapt it to the local values and culture of the students' area. The government has also positioned character education as the first of eight missions to realize the national development vision. This is stated in the 2005-2025 National Long-Term Development Plan, namely: the realization of a strong, competitive, noble, and moral national character based on Pancasila characterized by the diverse nature and behavior of Indonesian people and society, faith and devotion to God Almighty, noble character, tolerance, mutual cooperation, patriotic spirit, dynamic development, and science and technology orientation.

Teachers play a crucial role in the educational process, particularly in providing positive role models for the character development of their students. Teachers play a crucial role in developing student character, as Jamal (2012:74) explains, explaining that the primary role of teachers in character education is to be role models. Being a role model is an absolute must for teachers. The role model that teachers need is consistency in carrying out His commands and avoiding His prohibitions. It was revealed that as crucial figures, teachers are role models and role models for their students. Teachers are committed to existing rules, respect others, and demonstrate a commitment to their attitudes, actions, and words both within and outside the school environment. Furthermore, teachers consistently motivate students to comply with school rules. The school also strives to facilitate what students need to develop good character, for example by providing facilities for worship.

The Role of Teachers as Role Models The concept of the role of teachers as role models applied at MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus is that one example is better than a thousand pieces of advice. What is meant by a teacher as a role model is a teacher who can provide examples to their students. For example, if a teacher says, "Children must be disciplined," then the teacher must first be disciplined, because one example given by a teacher is better than a thousand pieces of advice. Therefore, teachers have a very vital role.

The role model set by teachers in schools involves not only speaking but also acting, as one example is worth a thousand words. When teachers give instructions to students, they should also follow suit. Teachers shouldn't just tell students to do something. Teachers serve as role models, encouraging students to follow their lead. Teachers demonstrate politeness in their speech and behavior and are not aggressive.

In relation to the duties and roles of teachers in developing students' character, teachers are required to be able to provide nuances that are not only providing knowledge but also can change and shape the morals and character of students, so that they can become people with noble character and character. Teachers should not be authoritarian but must be dynamic and able to absorb and develop students' thinking, reasoning, and response abilities. In addition, teachers must also be able to establish good communication relationships with students, so that they can grow a sense of love from students for their teachers, and harmony and warmth can be created (Zuriah, 2015:182). It is also emphasized that the development of student character is carried out through several ways such as providing examples and motivation, providing guidance and direction, and treating students as people who are valued, so that students will be more obedient to existing rules and deepen their religion according to their respective beliefs (interview April 5, 2016). Teachers have a responsibility in guiding and fostering students. Besides providing an example, teachers must be directly involved and responsible for guiding and developing students.

Teachers' exemplary behavior needs to be demonstrated through discipline when carrying out their duties as educators and obeying existing rules. In addition, teachers must be able to control themselves, not get angry, and not show favoritism in order to provide an example to students. Teachers must always be united and able to maintain togetherness. Students really expect examples shown by teachers such as, polite, friendly, more caring towards students, disciplined, responsible, intelligent, honest, and teachers who can provide motivation to students, have or keep up with

the times, follow new information, so that if there are new things when teaching that teachers can provide to students. If students ask about the information in the media, then the teacher can answer them.

Suharsaputra (2013:62-63) states that the characteristics of a good teacher according to students' views are:

- 1) Inspiring, being a source of inspiration;
- 2) sympathy and helpfulness, caring and making students feel important, friendly, loving or caring for students and being able to build good personal relationships;
- 3) encourage to work hard;
- 4) good communication;
- 5) have a great sense of humor;
- 6) very good at mastering the material being taught;
- 7) Willing to listen to students' opinions;
- 8) Interactive in involving positive emotions in learning;
- 9) Discipline and self-confidence;
- 10) Not easily angered, emotions under control;
- 11) Problem solver;
- 12) Be fair;
- 13) Dedicated to work as a teacher;
- 14) A good leader and friend.

A good teacher is a teacher who has good care and social relationships with others. As stated, teachers must be good at carrying themselves, must not discriminate against individuals, whether students, teachers or fellow teachers, not stand out or ask for attention from others, can carry out tasks according to their respective functions and abilities, have high social sensitivity, and are good at seeing situations. The same thing was also expressed by the chairman of the MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus committee that every teacher needs to work together with one another, have social competence or good relationships with others and teachers who like to give.

5. Conclusions and recommendations

Based on the results of research and discussion of this research, it can be concluded that the implementation of character education is realized through character values in the provision of complete school facilities, facilities and infrastructure that support children in achieving children's achievements. In the character values that exist in MI NU Miftahul Ulum 01 Honggosoco Jekulo Kudus based on research findings, there is one student who still has not instilled character values. Lack of reprimands from parents and motivation from teachers makes children still unable to reflect good character. Implementation of Character Education is found based on environmental conditions and school facilities that support student learning, support for cooperation between schools and school residents, communication from school residents and parental support for teachers and students. Character Education is found based on, lack of understanding of parents about character education to students, lack of concern of parents with character education instillation activities in schools fully, and students still need guidance based on student age, lack of understanding of teachers about character strengthening programs for students. Inhibiting factors lie in the way parents educate, teacher and student factors in a lack of understanding.

Acknowledgement

The author would like to express his appreciation to the postgraduate department of Muria Kudus University for their guidance and constructive analysis of the research results.

Conflict of Interest

The authors declare no conflicts of interest.

References

- Anderson, B. (2020). Imagined communities: Reflections on the origin and spread of nationalism. In *The new social theory reader* (pp. 282-288). Routledge.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.
- Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129-139.
- Berkowitz, M. W., & Bier, M. C. (2007). What works in character education. *Journal of Research in Character Education*, 5(1), 29-48.

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Hidayah, Y., & Ulfah, N. B. (2023). Penanaman Nilai Gotong Royong melalui Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Dasar*, 11(1), 45-58.
- Juliani, A. J., & Bastian, A. (2021). Pendidikan Karakter Sebagai Upaya Wujudkan Pelajar Pancasila. *Semnas Lppm*, 257–265.
- Kerr, D. (1999). *Citizenship education: An international comparison*. International Review of Curriculum and Assessment Frameworks Archive.
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23(5), 586-601.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi kurikulum merdeka belajar di sekolah penggerak. *Jurnal Basicedu*, 6(4), 6313-6319.
- Salafuddin, S., Santosa, S., Utomo, S., & Utaminingsih, S. (2020). Parenting patterns in strengthening children's character education (Case study on TKW children at Pidodo elementary school, Karangtengah district). *Indonesian Journal of Women and Children*, 2(1), 18–30.
- Sugiyono. (2014). *Educational research methods (Quantitative, qualitative, and R & D approaches)*. Alfabeta.
- Suminar, R. K., Narimo, S., Prastiwi, Y., & Rahmawati, L. E. (2023). Reconstruction of child-friendly school through pancasila student profiles dimensions of mutual cooperation. *Jurnal Ilmiah Sekolah Dasar*, 7(1), 104-113.
- Trisdiono, H., Siswandari, S., Suryani, N., & Joyoatmojo, S. (2019). Development of multidisiplin integrated project-based learning model to improve critical thinking and cooperation skills. *JPI (Jurnal Pendidikan Indonesia)*, 8(1), 9-20.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In *Handbook of self-regulation* (pp. 13-39). Academic Press.
- .
- .