

School Efforts in Implementing the SMART (Polite, Independent, Active, Religious and Skilled) Program at SD Negeri Kepuharjo 01 Lumajang

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Abstract

Character education is a process of personality formation, ways of thinking and human behavior which will later become a moral foundation in social life. This is why the goals of education at all levels are closely related to the formation of students' character. The application of character education, especially at the elementary school level, is to form and develop potential in students so that they can have values and character both in terms of culture and nation. This research aims to; (1) describe the school's efforts in implementing the GSM (Quran School Movement) activities; (2) to describe the school's efforts in implementing the Kepusa Got Talent activities; (3) to describe the school's efforts in implementing the Kepusa Berhias activities; (4) to describe the overall results of the SMART program.

Keywords: school efforts; implementation; character building; SMART; student

1. Introduction

Character education in Indonesia has emerged as a response to the complexities of globalization and rapid technological advancements. According to Muchtar and Suryani (2019), education serves not only as an academic process but also as a foundation for shaping human insights and behaviors. National education, as stipulated in Law Number 20 of 2003 Article 3, aims to cultivate dignified characters and civilizations, nurturing young generations who are faithful, pious, creative, responsible, and morally upright. Character education goes beyond the development of knowledge and skills; it encompasses the cultivation of good attitudes and virtues. This is essential in enriching the nation's life, addressing the challenges of globalization, and countering the disorientation of Pancasila values within society (Perdana, 2018). Mustoip (2018) emphasizes that character education must optimize students' potential to produce morally upright, faithful, physically and spiritually healthy generations capable of contributing to democratic life.

In the Indonesian context, the formation of students' characters stands out as a strategic pillar. According to Arifudin (2022), character education involves instilling values that encompass knowledge, awareness, and actions towards God, oneself, others, and the nation. This is realized through moral education, manners, morals, and traits aimed at developing students' abilities and potentials to do good and adhere to social norms. The expected characteristics of students include the ability to be religious, independent, creative, and responsible (Fardiansyah et al., 2022). Ki Hajar Dewantara's view of education as a cultural cultivation process underscores the importance of education in developing individuals who understand themselves and their environment (Musyadad et al., 2022). In this era of globalization, rapid changes in science and technology demand character education that can address these changes effectively (Hendayani, 2019).

However, challenges such as the COVID-19 pandemic highlight the need for adaptive and responsive character education. The pandemic has impacted the learning process and the development of students' characters, necessitating character education to consider students' cognitive, social, and moral development (Nafisah & Zafi, 2020). Additionally, the implementation of new curricula such as the Prototype curriculum is an effort to restore and optimize learning amidst these global challenges (Kemendikbud Ristek, 2021). A successful example of implementation can be seen at SD Negeri Kepuharjo 01 Lumajang, which significantly improved student participation, academic, and non-academic achievements through the SMART program. This program involves activities such as the School Quran Reading Movement, Kepusa Got Talent, and Kepusa Beautification to cultivate polite, independent, active, religious, and skilled characters (Kemendikbudristek, 2022). Character education in Indonesia is not merely a formal effort to educate intelligent generations but is the essence of building a dignified nation. In facing global and local challenges, character education is a crucial foundation for shaping competitive and outstanding young generations. Innovative steps such as the implementation of SMART programs in schools demonstrate that character education is not just theory but a practical application that yields positive impacts in Indonesian education.

2. Method

In conducting a deeper examination of the implementation of character education in cultivating SMART-character generations at SDN Kepuharjo 1 Lumajang, this research adopts a qualitative approach. Specifically, it employs a case study method, which involves conducting in-depth research on a specific individual, organization, or institution to explore conditions, identify causes, and allow researchers to propose solutions to related issues (Nanda, 2023).

Qualitative approach in research tends to emphasize inductive analysis, where the focus is on data and information gathered from the field. Qualitative research delves deeper into social phenomena or social environments, covering actors, events, time, and place (Djunaidi & Almanshur, 2012). This study utilizes qualitative methods because the data obtained from the field are presented in words or language, thus requiring systematic and clear processing and presentation of the data and information.

By using a qualitative case study approach, the research aims to provide a detailed understanding of how the SMART program at SDN Kepuharjo 1 Lumajang is implemented and its impact on cultivating character among students. This includes examining the processes, challenges faced, successes achieved, and lessons learned, contributing to the broader discourse on character education implementation in Indonesian schools.

3. Results and Discussion

3.1 Result

3.1.1 School Efforts in Implementing GSM (Quran School Movement) activities

The implementation of the GSM (Gerakan Sekolah Mengaji or School Quranic Learning Movement) at this school represents a collaboration between the school and Tilawati branch to enhance the quality of facilities for students. This partnership aims to ensure that the GSM activities align with the set targets and goals, specifically to deepen

Quranic recitation skills under the intensive guidance of Tilawati instructors. Students are grouped based on their abilities through initial diagnostic tests, which determine the appropriate Tilawati class levels for them. This approach ensures that each student receives tailored instruction to improve their Quranic recitation skills according to Tajweed principles.

The grouping of students into different Tilawati classes demonstrates adaptation to the results of the initial diagnostic tests and allows for adjustments in class capacities to effectively meet the needs of all students. This shows the school's commitment to focusing on the individual development of students within the context of the GSM activities.

In addition to focusing on the academic aspects of Quranic recitation, GSM activities also include munaqosah examinations attended by the students' parents. This aims to assess students' progress in Quranic recitation and provides an opportunity for parents to directly observe their children's development. Thus, parents are actively involved in their children's religious education process at the school. Beyond enhancing Quranic recitation skills, the GSM initiative aims to cultivate traits of courtesy and religious devotion among students. Courtesy is reflected in the practice of the 5S culture, respectful behavior towards teachers, and adherence to moral and ethical values. Meanwhile, religious character is fostered through the voluntary observance of Dhuhr prayers at school without prompting from teachers, indicating students' understanding and commitment to fulfilling their religious duties as Muslims.

Overall, the implementation of the GSM initiative not only aims to improve students' Quranic recitation skills but also aims to build strong character traits of courtesy and religious devotion, in accordance with the school's core values. With support from the Tilawati branch and active participation from parents, this initiative is expected to have a lasting positive impact on religious education at the school.

3.1.2 School Efforts in Implementing Kepusa Got Talent Activities

The Kepusa Got Talent event at SD Negeri Kepuharjo 01 Lumajang aims to develop the talents and interests of students. Through this platform, they can express their creative potential in front of the entire school community, including teachers and students from grades 1 to 6. Every Saturday during the first and second weeks of each month, students are given the opportunity to perform for 45 minutes. Prior to this, they practice at home under the supervision of their class teachers to identify their talents.

Students are evaluated and grouped based on their interests, such as dance or martial arts. This serves not only to hone their talents but also as a first step in facilitating more structured extracurricular activities. Support and appreciation from the school community play a crucial role in encouraging students to develop their potential. For example, a student has achieved national recognition through participation in martial arts and painting competitions. The event not only builds talents but also shapes students' characters. They are encouraged to actively participate in discussions with teachers about their interests, which enhances their communication skills and self-confidence. Furthermore, Kepusa Got Talent provides a platform for students to demonstrate their independence by performing in front of an audience without relying on parents or class teachers.

In addition to showcasing talents, the event teaches values such as initiative and independence to students. They learn to manage their readiness and performance independently, fostering a sense of responsibility for their stage appearances. Overall, Kepusa Got Talent at SD Negeri Kepuharjo 01 Lumajang serves not only as a showcase of talents but also as a valuable lesson in the development of students' characters and interests.

3.1.3 School Efforts in Implementing Decorated Headquarters activities

Kepusa Berhias, an initiative at SD Negeri Kepuharjo 01 Lumajang, is driven by the SMART program to cultivate practical skills among students. Its goal is to refine their creativity in transforming organic and inorganic recyclable materials into aesthetically pleasing or functional artworks. Through this activity, the school also aims to instill environmental awareness. Each class teacher guides students in identifying their surroundings and selecting materials to craft artistic creations, allowing them to freely express themselves and develop their imaginations.

Students are not only granted the freedom to create but are also tasked with managing the entire process of crafting their artworks from start to finish. Once completed, their works are exhibited within classrooms and around the school premises as educational tools and a means of school branding. For instance, works like "Bocil Bergoyang," made from decorated used beverage bottles turned into plant pots, showcase their ability to apply creative ideas to produce practical items. Kepusa Berhias not only enhances practical skills but also fosters a skilled character among students, where each creation serves as tangible evidence of their capability to realize their ideas.

3.1.4 Overall Results of the SMART Program

The SMART program at SD Negeri Kepuharjo 01 Lumajang has yielded significant positive impacts, evidenced by their achievement of second place in the SEKARSARI 2024 competition, awarded by the Lumajang Department of Education and Culture. This program not only focuses on shaping students' characters but also has a positive influence on the overall school environment. Over the past few years, the SMART program has integrated activities such as the School Quran Reading Movement (GSM), Kepusa Got Talent, and Kepusa Berhias, resulting in outstanding achievements for students, including 1st place in national competitions like the International Karate Championship Unesa Rector Cup and Liga Talent Indonesia.

In addition to enhancing academic and non-academic achievements, the SMART program has successfully increased interest and confidence among parents in enrolling their children at SD Negeri Kepuharjo 01 Lumajang. Community enthusiasm is evident from the rise in new student registrations, prompting the school to open two additional class groups in 2024. The program has also differentiated the school's educational offerings, establishing a strong brand in the community. By focusing on developing the unique potential of each student, the program not only sets SD Negeri Kepuharjo 01 Lumajang apart from other schools but also elevates it as a leading institution with innovative programs uncommon elsewhere.

Beyond academic achievements, the implementation of the SMART program has built a positive image for SD Negeri Kepuharjo 01 Lumajang in the eyes of the community. Continuously delivering measurable positive impacts, the school has successfully transformed any previous negative perceptions into a proud and positive reputation within its surrounding environment.

3.2 Discussion

3.1.1 School Efforts in Implementing GSM (Quran School Movement) activities

The establishment of character education within school environments demands significant attention as a cornerstone for fostering strong moral values among students. Educational institutions must strategically implement measures to mold students' characters effectively, supporting and enhancing school programs and activities. In SD Negeri Kepuharjo 01 Lumajang, efforts to instill courteous and religious characters are carried out through the School Quran Reading Movement (GSM). This initiative involves community engagement, collaboration with external parties, and aligning activities with students' needs, echoing findings from studies by Normina (2016), Hasna D and Mustadzlo

(2017), and Abrori (2018). These studies emphasize the importance of parental and community involvement in strengthening school-community partnerships to support optimal learning environments and maximize students' potential.

The collaboration with parents and the community facilitates the effective execution of educational activities at SD Negeri Kepuharjo 01 Lumajang, providing valuable insights into students' progress to parents. Research by Benty & Gunawan (2015), Normina (2016), and Hudiyono (2014) underscores the positive impact of such collaborations on enhancing the quality of student learning experiences through strategic involvement in school programs and activities.

The formation of religious character through the GSM activities at SD Negeri Kepuharjo 01 Lumajang is evidenced by students' autonomous performance of Dhuhr prayers at school without coercion, along with habitual prayers before and after learning sessions, and respectful interactions with peers of different religious backgrounds. This aligns with studies by Kurniawan et al. (2019), Darmawan et al. (2022), and Santoso et al. (2023), highlighting indicators of polite behavior such as greeting upon entering classrooms, showing respect to elders, and using polite language.

Unlike previous studies focusing on the implementation of the Islamic Personal Development Program (BPI) to shape student character, recent research emphasizes similar concepts, including parental and community involvement, shared goals, character indicators, and effective resource utilization. However, SD Negeri Kepuharjo 01 Lumajang distinguishes itself by enhancing partnerships with external stakeholders to improve the quality of educational activities and achieve desired outcomes. This strategic collaboration involves representatives from businesses, religious groups, and the community, enriching students' educational experiences.

In conclusion, the implementation of the GSM activities at SD Negeri Kepuharjo 01 Lumajang not only focuses on cultivating courteous and religious characters but also enhances students' educational journeys by developing their Quranic recitation skills and fostering a supportive learning environment. This approach underscores the school's commitment to nurturing well-rounded individuals capable of positive societal contributions, supported by robust partnerships with parents, communities, and external organizations.

3.1.2 School Efforts in Implementing Kepusa Got Talent Activities

SD Negeri Kepuharjo 01 Lumajang emphasizes the crucial role of students as the primary component in education, focusing on serving and fulfilling their developmental

needs to unlock their inherent potentials. Central to this effort is the school's commitment to nurturing students' character, with educators serving as role models whose words and actions exemplify values and norms. This approach aligns with research by Harahap (2019), emphasizing that character education through programs like Kepusa Got Talent aims not only to impart knowledge but also to transform and refine students' characters, enhancing their skills, ethics, and aesthetics.

The school's efforts in student development include providing comprehensive services to bolster their personalities and actualize their potentials based on their talents and interests, as outlined in the National Education Ministry Regulation Number 39 of 2008 on Student Development and supported by Vindriyana (2024). Intensive and sustained mentoring positively impacts students, ensuring their holistic growth and achievement.

Kepusa Got Talent serves as a platform for identifying and nurturing students' talents and interests, providing guidance to explore and showcase these abilities. This initiative underscores the school's commitment to optimizing extracurricular activities by engaging external instructors to further develop students' potentials effectively, integrating these activities as integral components of the school curriculum.

Students actively reflect their characters through their enthusiastic participation in school activities, such as Kepusa Got Talent, fostering engagement in discussions with teachers about their talents and actively demonstrating them. This active involvement aligns with research findings by Santoso et al. (2023) and Sutrisno (2023), highlighting indicators of active participation such as focus, cooperation, and effective communication of ideas.

In conclusion, SD Negeri Kepuharjo 01 Lumajang's approach to character formation through talent development initiatives underscores its commitment to nurturing active and independent individuals. By integrating comprehensive character education with talent exploration and development, the school ensures students not only excel academically but also grow into responsible and confident individuals capable of making meaningful contributions to society.

3.1.3 School Efforts in Implementing Decorated Headquarters activities

SD Negeri Kepuharjo 01 Lumajang prioritizes equipping students with essential skills demanded by the 21st century, emphasizing critical thinking, problem-solving, metacognition, communication, collaboration, innovation, creativity, information literacy,

and more. These skills are integral to preparing students for future challenges and opportunities. The school's approach in enhancing students' Skilled character involves tailored learning strategies aimed at accelerating success and targeted activities aligned with students' needs.

In the context of Kepusa Berhias activities, the school employs teaching strategies such as PAIKEM (active, innovative, creative, effective learning) as identified by Yusuf & Syurgawi (2020) and Suprijono (2014). PAIKEM encourages active student engagement in knowledge-building, fostering understanding and positive values. This strategy integrates physical, mental, emotional, moral, spiritual, and intellectual potentials of students, ensuring holistic educational outcomes encompassing cognitive, affective, and psychomotor domains.

The development of Skilled character through Kepusa Berhias activities adheres to principles outlined by Suparno (2018) related to 21st-century skills, emphasizing relevance, discipline, critical thinking, learning transfer, metacognition, collaboration, technology integration, and creativity enhancement. Students are encouraged to translate their imaginative thoughts into tangible forms, reflecting their ability to create and innovate. Even small-scale creations demonstrate students' capability to realize their ideas effectively, showcasing functional outputs.

In conclusion, SD Negeri Kepuharjo 01 Lumajang's efforts in fostering Skilled character are realized through customized learning strategies that not only introduce new perspectives but also actively engage students in interacting with and observing their environment, fostering environmental awareness. These initiatives reflect a holistic approach to education, encompassing diverse teaching models to optimize educational goals and cultivate Skilled character traits effectively.

3.1.4 Overall Results of the SMART Program

Character education is an integral part of the education process aimed at instilling moral values to the entire school community, including students, with a focus on knowledge, awareness, and actions that respect God Almighty, oneself, others, the environment, and the nation. The SMART program at SD Negeri Kepuharjo 01 Lumajang is an initiative to enhance student achievement through integrated activities such as the School Reading Movement (GSM), Kepusa Got Talent, and Kepusa Berhias. The program aims not only to build character but also to comprehensively optimize students' potential in line with established graduation competencies.

The concept of character education at SD Negeri Kepuharjo 01 Lumajang is implemented with reference to established objectives, such as fostering positive behavior, instilling universal values, building leadership, and enhancing the quality of inclusive learning processes. This aligns with guidelines from the Ministry of Education, which emphasize the importance of character education in developing individuals with noble character who can positively contribute to society.

The implementation of the SMART program has had positive impacts on students and the school's reputation, fostering a positive image and strengthening harmonious relationships with the community. Beyond improving overall educational quality, the program promotes a conducive learning environment that inspires both character development and student achievement.

Overall, character education at SD Negeri Kepuharjo 01 Lumajang promotes the development of strong character and integrates moral values and ethics into every aspect of school life. The SMART program aims not only to achieve academic excellence but also to prepare resilient, responsible generations ready to face future challenges.

4. Conclusion

Based on the research findings and discussion regarding the school's efforts in implementing the Smart program at SD Negeri Kepuharjo 1 Lumajang, it has adhered to the established concept of character education. The school's character formation efforts are facilitated through the SMART program, which integrates three activities: the School Reading Movement (GSM), Kepusa Got Talent, and Kepusa Berhias, with overall positive outcomes from the SMART program.

1. The school's efforts in implementing the GSM (School Reading Movement) activity have resulted in positive impacts on cultivating polite and religious character. Collaborative efforts include partnerships with external entities such as Tilawati branches, and activities are tailored to the needs and abilities of students, focusing on instilling moral values and virtues to shape character applicable in daily life.
2. The school's initiatives in the Kepusa Got Talent activity are evident in supporting and nurturing students' talents and interests, thereby fostering active and independent character development. Optimization of talents and interests at SD Negeri Kepuharjo 01 Lumajang is followed by enhancing extracurricular activities with external instructors to maximize students' potential and talents effectively.
3. The school's involvement in the Kepusa Berhias activity focuses on developing students' skilled character, where they are trained to imagine, design, and transform

recycled materials into functional and aesthetically valuable works. Character skill formation at SD Negeri Kepuharjo 01 Lumajang is realized through tailored learning strategies that engage students in interacting and observing their environment, thereby instilling environmental awareness.

4. The overall results of the SMART program at SD Negeri Kepuharjo 01 Lumajang have shown significant positive outcomes from each outlined program. These include (1) improving students' achievements through talent and potential development, (2) increasing parental interest in enrolling their children at the school, (3) differentiating the Education program from other schools, and (4) building a positive image within the community. The SMART program continues to be promoted by the school due to its positive impact on character formation and the broader school environment. In 2024, SD Negeri Kepuharjo 01 Lumajang ranked second in the SEKARSARI (Character, Healthy, Safe, Neat, and Innovative School) competition awarded by the Lumajang Department of Education and Culture.

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