Analysis Of Academic Supervision Competence Through Workshop Activities
(Case Study of Kapuas District Islamic Religious Education Teachers)

Suharyanto H. Soro[1], Sri Handayani[2], Bidin[3], Rus'ansyah[4]

[1] Universitas Islam Nusantara, Bandung, Indonesia; suharyantosoro@gmail.com
[2] Universitas Islam Nusantara, Bandung, Indonesia; hanny2011pls@gmail.com
[3] Universitas Islam Nusantara, Bandung, Indonesia; hdbidin@gmail.com
[4] Universitas Islam Nusantara, Bandung, Indonesia; rusansyah@yahoo.co.id

Abstract	Quality learning is a stipulation to achieve the educational goal. That is why academic supervision is needed, one of the conscious efforts made to improve teacher competence so that teachers can develop a higher-quality learning process. This research aims to determine whether the workshop implementation can increase academic supervision competence so that it contributes positively to improving the learning process. This research used a case study approach. Methods of data collection using observation and interviews. The sample was selected based on purposive sampling. The results of the study indicated that if the workshop activity is carried out based on proper planning and implementation in accordance with the principles of the workshop itself, it can increase the competence of academic supervision to add experience to the supervisor himself. In other words, the supervisors and teachers participating in the workshop activities each gain new knowledge for the teacher and new experiences for the supervisor.
Keywords	Competency; Supervision; Academic; Workshop

Corresponding Author
Suharyanto H. Soro
Universitas Islam Nusantara, Bandung, Indonesia; suharyantosoro@gmail.com

1. INTRODUCTION

Learning is a formal activity carried out by a teacher to help students obtain behavior changes (science). Law number 20 of 2003 concerns the national education system. While chapter XI article 39 concerns education and education personnel. Paragraph 1 states that educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and service to the community, especially for lecturers at tertiary institutions. Meanwhile, paragraph 2 states that education personnel is "in charge of carrying out administration, management, development, supervision and technical services to support the educational process in educational units.

PP no. 19 of 2005 on national education standards article 39 paragraph in paragraph 2 it is stated that the requirements to become a supervisor are at least:

a. Have status as a teacher for at least eight years or a school principal for at least four years at the level of education appropriate to the supervised educational unit.

b. Have a functional education certificate as an educational unit supervisor.

c. Pass the selection as supervisor of the education unit.

Meanwhile, the competencies that supervisors must possess according to the Regulation of the Minister of National Education Number 12 of 2007 concerning Standards for School/Madrasah Supervisors. It emphasizes that supervisors must have at least six competencies: personality competence, managerial supervision, academic supervision, educational evaluation, research and development, and social competence. According to Nana Sudjana (2013) supervisory conditions are expected. The supervisory profession is developed proportionally (1) has professional competence, (2) high commitment to duties and functions, (3) is valued and protected, (4) the relationship between supervisor performance and school performance, (5) the ratio of the number of supervisors to the number of good schools, (6), the carrying capacity and facilities are reasonable (7) a supervisor coordinator is needed with allowances for his position (8) supervision is carried out in a planned, patterned, programmed manner and (9) there are qualification standards for recruitment and selection.

Efforts made by madrasah supervisors to improve the quality of education by applying technical approaches, methods, and strategies prepared through careful planning to be implemented in guidance activities (Solikhun, 2018). A survey conducted by the Directorate of Education Personnel in 2008 of supervisors in a district (Directorate of Education Personnel, 2008: 6) showed that supervisors needed to improve in the competence of academic supervision, educational evaluation, and research and development.

In addition, it is still found that (1) Recruitment has not been carried out according to the expected standards, (2) The educational background and professional abilities are very heterogeneous, (3) Managerial supervision is more prominent than academic supervision, (4) Professional ability development and career paths are not optimal, (5) awards and carrying capacity are significantly lacking, (6) image and academic prestige is still low, (7) the supervision program has not been prepared based on an analysis of school needs, and (8) supervision reports have not been used as material for consideration by decision-makers.

The focus of academic supervision, as quoted by Syaiful Sagala includes a) Standards and achievements achieved by students, b). Quality of student services at school (learning effectiveness, quality of school activity programs, quality of student guidance), and c). Effective school leadership and management regarding learning. Activities of academic supervisors, especially in conducting coaching, must refer to the syllabus and planning of learning programs based on the development of situations and conditions in schools. In practice, the supervisor must be able to review or improve the syllabus and lesson plans that the teacher has prepared. Supervisors can put appropriate teaching models and strategies to achieve the competencies contained in the teacher's lesson plans; then, the teacher can pay attention to the diversity of the potential of their students.

The essential thing in implementing education is to maintain and improve the quality of education continuously, as evidenced by the output seen by the fact that the progress of students' academic achievements has increased from the previous year. This indicates that if an education system, even though it is supported by adequate facilities and infrastructure and proper financing, does not produce quality outputs, then quality and quality will inevitably decline and be of low quality.

One of the aims of academic supervision is to improve teacher performance related to teaching duties. So the object of academic supervision is the teacher who needs help due to teaching learning quality. We know that the teacher's performance has a vital role in teaching-learning. This is in line with my research finding that classroom interaction can be created through mutual understanding and appreciating a lecturer and student in the manner of the lecturer's performance in the classroom, presenting interested and motivated materials, and applying reinforcement (Suharyanto H. Soro, 2019).

The scope of academic supervision activities is in the form of learning processes: supervision of teachers in teaching, care of students who are learning, and supervision of situations that cause it. Activities are carried out by identifying learning weaknesses to be perfected, the causes, and why the teacher could be more successful in carrying out his duties properly. Based on the above, a follow-up was held in the form of improvements in the form of coaching.

The term workshop translated into Indonesian is a lokakarya. The meaning of this workshop refers to a meeting to bring together groups of people to participate in intensive discussions and activities on a particular project. In other words, a workshop is a moment to carry out academic supervision on a small scale. It implies an event where several people gather to solve a particular problem and find a solution between supervisors and teachers.

The word workshop is familiar to the general public, especially in academic circles, so the word workshop is used more often than the word workshop. Lokakarya or workshops are one of the methods that supervisors can use in conducting academic supervision. This activity is not individual in nature but may involve several principals, vice principals, and school committee representatives. The implementation is adjusted to its purpose or urgency and can be held together with supervisors, school principals, or other similar organizations (Depdiknaas, 2008:21).

In general, a workshop is a meeting between experts to discuss practical problems or those related to implementation in their field of expertise or work studios, and the meetings are scientific in nature on a small scale. Workshop activities are often carried out by various groups and cover various fields. Workshops usually consist of workshop leaders, members, and resource persons.

The types of workshops in practice have different types in terms of aspects. The division of the kinds of workshops makes classifying and studying them easier. In education, this is usually discussed in several materials, but many people need to learn about the distribution or types of workshops. Even though the styles are different, the workshop aims to obtain information through direct experience and convey information to one another. Classifying types of workshops based on several things, among others, is as follows.

a. The workshop-type is determined based on the implementing institution/organization and the nature of the work. The grouping of workshops based on this aspect is adjusted/depending on the organizing institution or organization—for example, workshops on curriculum development and implementation in schools.

b. The types of workshops, in terms of their nature, can be classified into two. The first is a binding workshop held by an organization or specific group which discusses the work program issues that have been implemented and determines the next steps whose results are critical to the workshop participants, for example, a workshop on the value of the minimum completeness criteria. The second is non-binding workshops held by certain people who discuss factual problems that arise in society to find solutions. The results are not binding participants, such as healthy school workshops.

c. Regarding the time aspect, the types of workshops can be classified into two: successive seminars, which are carried out continuously or uninterruptedly within a certain decade. Most of these workshops are held for three consecutive days.

2. METHODS

This study used a qualitative approach with a literature study research method (library research). This literature study is an approach used using information and data collection techniques through several books, articles, notes, journals, and previous relevant research results (Melinda & Zainil, 2020). This literature study is used to develop the concept of the model problem-Based Learning (PBL) in social studies learning to grow students' moral character. Sources of data that become material in this study are articles, journals, theses, books, and other relevant sources. The data collection technique in this research is the literature review, namely by collecting various relevant reference sources such as books, journals, articles, and others (Sari & Asmendri, 2018). This study used data analysis techniques, namely the method of content analysis (Content Analysis). Content analysis is a research medium that focuses on content in a study so that we can find out the positive content and characteristics of the data information source. Content analysis techniques can be used to indirectly know an object of research through data sources such as books, texts, essays, articles, and all types of discourse that can be analyzed (Sari & Asmendri, 2018).

3. FINDING AND DISCUSSION

Implementation Of The Model Problem-Based Learning in Social Studies Learning

The so-called learning approach, Problem-Based Learning (PBL), assists students in improving the competencies needed in the contemporary globalization period. Problem-Based Learning (PBL) was developed by Prof. Howard Barrows in 1970 in medical science education at McMaster (Amir, 2013) in (Wijaya et al., 2019). This learning model provides problems that occur to students. This learning model then requires students to complete through investigation and apply using a problem-solving approach. This learning paradigm presents a significant challenge for students. According to Hamruni (Hasanah et al., 2021), Problem-Based Learning (PBL) is a teaching method that begins with students solving problems that require new information. The most important element of Problem-Based Learning (PBL) is that learning begins in groups. The problem is a foundation in learning where students are motivated to find the information needed to solve the problem.

The following is a procedure for practicing the learning paradigm Problem-Based Learning (PBL) suggested by Muhammad Nur and concluded by (Wijaya et al., 2019), namely as follows: 1) provide or

explain a problem to students that is relevant to the learning material, 2) The teacher then discusses learning objectives and motivates students to be actively involved in these learning activities, 3) students are divided into several groups to discuss solutions to the current problems that have been given, 4) the teacher's role is to guide and observe both individual and group students, here the teacher helps students to collect data related to problems and carry out a test try to find out about the problem-solving process, 5) after that, students present the results of the discussion in front of the class, 6) The teacher guides students to carry out an evaluation and reflection on the results of the discussions carried out by students.

As a character and culture-based learning innovation, the approach Problem-Based Learning (PBL) can be used in social studies learning. Social studies learning aims to develop national character, socio-cultural values, and norms in students. Models Problem-Based Learning (PBL) explains that role play, simulation, and discipline are used to help students learn how to solve problems. Learning about cultural norms and national characteristics influences students' internalization and practical application in everyday life besides cognitive learning (UNP & 2015, n.d.). In social studies learning, it is at the problem analysis stage that a student's character can be formed and its strength can be increased according to solving the problem at hand, with a problem and the solution being faced can improve the construction of student character (Anatasya & Dewi, 2021).

Students naturally come face-to-face with a problem and learn more about it as a result of identifying and solving it. Because of analyzing and finding solutions to existing problems, students will dig deeper into a problem. It should not just know the problems that occur, but students are directed to solve these problems so that it will shape the character of students and know which things are good and which are bad. as well as things to do or not to do in the environment. In the long term, of course, Problem-Based Learning (PBL) continues to be implemented will be meaningful learning meaningful. Also, students will be able to compete globally and improve the moral character of students in Indonesia. However, in the learning step Problem-Based Learning (PBL), there is a drawback that needs to be given reward or punishment so that students will feel more challenged in the learning process.

Moral Character

There are various perspectives on character or character, but "character" comes from the Greek word "harassing," which originally meant "an object or tool to scrape off" and was later translated as "stamp." Therefore, in simple terms, a character is a seal or stamp that represents a person's character (Mukino et al., 2016). Discussing character will refer to something that has become part of the individual. It can be said that this character is a personality or character possessed by humans, depending on how the character is developed and formed. It can be positive or even negative. Character is defined by

Hornby & Parnwell (Nurohmah & Dewi, 2021)as mental or moral characteristics, moral fortitude, name, or reputation. Moral comes from the Latin term vizmores, which means the order of life or customs. Prohibitions and conduct that express right and wrong are also referred to as morals. The field of morals includes human life concerning its goodness as a human because morality is related to the good and bad of humans. Morality is the term for the actual moral mindset. Morality is a person's inner attitude, manifested in behavior, that occurs when a person decides on good behavior because the individual is aware of his obligations and responsibilities and not only aims to take advantage. Therefore, moral ideals are very important because good moral principles are necessary and should be applied in social life. Individuals tend to avoid everything that can cause them to act immorally if they have strong moral principles (Mukino et al., 2016)

Thomas Lickona (1992: 53) in (RASYID, 2016) describes three elements in forming good moral character and having a relationship between one and the other, namely, moral knowing, moral feeling, dan moral actions. In order to understand what motivates a person to act morally, three other aspects of character must be seen, namely, competence, will, and habits. From the discussion above, a conclusion can be drawn. It can be concluded that character development is not limited to knowledge but through the stages of competence, will, and habits. Moral character can be built through an education in which there is a process to form, develop, and grow an individual's personality so that he can become responsible in his environment.

Model Deployment Problem-Based Learning (PBL) in Social Studies Learning To Improve The Character Moral of Students

Strategically building student character in schools can be assisted through social studies learning. Character education or also known as value education, moral education, or character education (Darmiyati Zuchdi, 2008: 5) in (IPS & 2013, n.d.). Character education and social studies learning have an aligned goal, which is to make students become good citizens. Gross (Agustin & Hamid, 2017) explicitly states that Social Sciences must facilitate students to become effective citizens in a democratic society as one of the core values of education. IPS learning is designed for the process of cultural exchange in developing character. To realize national character education, which is a process of fostering the intelligence, character, and personality of students in line with national education goals, social studies learning must be positioned as a vehicle for this development. Social studies learning needs to adapt to societal developments because of its integrated paradigm, which emphasizes interdisciplinary, contextual, and transformative learning in societal values. In carrying out students' lives in society, social studies learning must also emphasize its role in efforts to improve student

character. Values such as morality, accountability, and self-confidence are also internalized through character education in social studies learning (Aprianti et al., 2022)

The teacher's role is very important in ensuring that social studies teaching is carried out optimally in developing moral character. The ability to communicate, adapt, have character, collaborate, and even compete with prevailing customs and norms is a skill that must be taught by teachers to students. The need for a learning model that can facilitate the implementation of the ideal learning objectives. One learning model that can be used to grow student character Problem-Based Learning (PBL). Students are also required to be proud of creating and adopting high moral standards, principles of heroism, and the struggles of heroes, community leaders, and emulating national leaders, and in respecting the nation's cultural and historical heritage and can participate in maintaining their identity, their country, and moral integrity. The role of the teacher in social studies learning is very important for this reason because in social studies learning studies about society. Therefore, the learning model used must be able to provide meaningful learning that can be applied in life. Several studies show that the model Problem-Based Learning (PBL) in social studies learning can foster students' moral character.

The research findings are relevant to the results of the research (Marhayani, 2017), which reviews a journal that is still relevant. In this study, it can be concluded that social studies learning has a significant role in shaping the nation's character. Because social studies learning has similarities with values education or character education, It's essential to emphasize making students become good citizens and have a high sense of nationality. In this study, it was explained that instilling the character of students needed four main elements, namely curriculum, materials, teachers, and the learning process. It is in the learning process that a PBL learning model can be used.

Research conducted by (Kanji et al., 2019) used a qualitative descriptive method. The findings of this study show many models of character education at the elementary school; knowing, moral feeling, moral action, moral verbal, moral habitus, and moral culture can be used as an integration of national character education in social studies learning.

Research conducted by (UNP & 2015 n.d.) states that if implemented correctly, the model problem-Based Learning in social studies learning will improve cultural education and national character. This relates to character development so that students are expected to have the ability to compete globally and be ethical, moral, polite, and courteous in their environment. By using this PBL model, teachers can design students' thinking patterns and motivate them to have the ability to solve problems.

Based on research (Rahayu, 2018), this research examines the "Effectiveness of the Kalathida Fiber Learning Model Through Problem-Based Learning and value Clarification Technique in History

Subjects." It can be measured through the learning outcomes of students in the experimental class (the class given treatment with the developed learning model) had better results compared to the control class. This is shown by the T-test = 6.843 with a significance level of 0.00 <0.025, which means that there is a significant influence on the developed model. This means that the learning model developed, namely Problem-Based Learning. At the same time, the value Clarification Technique is effective in increasing moral awareness among SMA Negeri 5 Surakarta students.

Students must learn and develop knowledge, values, and skills in social studies learning that enable them to become capable, morally responsible, and active citizens, participate in politics, and practice civil justice. The concept to be realized will be reflected in a curriculum that supports character education. Teachers will strongly emphasize character education during the learning process to ensure that student scores at the end of their education meet predetermined standards. Because apart from affecting final grades, an emphasis on character education, this will also have an effect on his life in the present or the future (Rosyad & Zuchdi, 2018).

Thus, it can be concluded based on several previous research findings that have been carried out, described earlier, and related to the title, the implementation of the model Problem-Based Learning (PBL) in learning can foster the character of moral students.

4. CONCLUSION

Learning model Problem-Based Learning (PBL) is a problem-based learning model that is relevant to current learning because it can encourage students to actively participate in the learning process and activities to solve problems in their groups. Model Problem-Based Learning (PBL) is implemented effectively in teaching and learning, especially in social studies learning. It is proven to be able to contribute to improving the moral character of students. Talking about the character, of course, expect students to be able to compete and be moral and ethical, such as polite and sociable. Careful planning in using Problem-Based Learning (PBL) in social studies learning can motivate students in the learning process. It can improve students' moral character by emphasizing meaningful and beneficial learning for their social life. Supported by several studies related to this article, the authors conclude that implementing Problem-Based Learning (PBL) in social studies learning improves students' moral character. That is marked by the development of the moral character that is owned determines students in making decisions in acting between right or wrong. That way, students have their policies in acting and can solve challenges in social life.

REFERENCES

Agustin, N., & Hamid, S. I. (2017). Pengaruh Model Pembelajaran Vct Terhadap Penalaran Moral Siswa Dalam Pembelajaran Pkn Sd. Jurnal Moral Kemasyarakatan, 2(1), 59–74.

Anatasya, E., & Dewi, D. A. (2021). Mata Pelajaran Pendidikan Kewarganegaraan sebagai Pendidikan Karakter Peserta Didik Sekolah Dasar. Jurnal Pendidikan Kewarganegaraan Undiksha, 9(2), 291–304. https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/34133

Aprianti, M., Nurkhalisa, M., Arifin, M. H., & Rustini, T. (2022). Peran Pembelajaran IPS dalam Membentuk Karakter Bertanggung Jawab Sosial Siswa. 2(2), 184–188.

Damayanty, P. (2023). Ratusan Pelajar SMP dan SMA di Ponorogo Hamil di Luar Nikah, Begini Pandangan Islam. Liputan6.Com.

Dewi, N. S., Kurniati, L., & Fitriyani, D. (2022). Pentingnya Pendidikan Moral Dalam Proses Pembelajaran Pada Siswa Setelah Masa Pandemi Covid-19. Jurnal Pesona, 8(1), 33–43. https://ejournal.umpri.ac.id/index.php/pesona/article/view/1647

Hakim, A. N., Dewi, D. A., & Furnamasari, Y. F. (2021). Peran Guru dalam Membangun Karakter dan Moral Siswa Melalui Pendidikan Kewarganegaraan. JIIP - Jurnal Ilmiah Ilmu Pendidikan, 4(8), 748–752. https://doi.org/10.54371/jiip.v4i8.341

Hasanah, U., Sarjono, S., & Hariyadi, A. (2021). Pengaruh Model Problem Based Learning Terhadap Prestasi Belajar IPS SMP Taruna Kedung Adem. Aksara: Jurnal Ilmu Pendidikan Nonformal, 7(1), 43. https://doi.org/10.37905/aksara.7.1.43-52.2021

Ilham, D. (2019). Menggagas Pendidikan Nilai dalam Sistem Pendidikan Nasional. Didaktika: Jurnal Kependidikan, 8(3), 109–122. https://jurnaldidaktika.org/contents/article/view/73

Inanna. (2018). Jurnal Ekonomi dan Pendidikan. Jurnal Ekonomi Dan Pendidikan, 1(1), 27–33.

IPS, H. P.-M. P., & 2013, undefined. (n.d.). Pengembangan Pembelajaran IPS dalam Kurikulum 2013. Eprints.Ulm.Ac.Id. Retrieved December 17, 2022, from http://eprints.ulm.ac.id/5481/2/5. Mewacanakan Pendidikan IPS %28Sudah Edit%29.pdf#page=52

Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2019). Model Integrasi Pendidikan Karakter Dalam Pembelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar. JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar, 5(2), 104–115. https://doi.org/10.31932/jpdp.v5i2.458

Ma'arif, K. (2022). Ngeri Tawuran Pelajar SMP di Tangerang Lukai 3 Korban, 6 Orang ditangkap.

News.Detik.Com.

Marhayani, D. A. (2017). Pembentukan Karakter Melalui Pembelajaran IPS. 5(2), 67–75. https://journal.unnes.ac.id/sju/index.php/harmony/article/view/19965

Melinda, V., & Zainil, M. (2020). Penerapan Model Project Based Learning untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa Sekolah Dasar (Studi Literatur). Jurnal Pendidikan Tambusai, 4, 1526–1539.

Mukino, Purnomo, E., & Suntoro, I. (2016). Penerapan Model Moral Reasoning untuk membentuk Moralitas dan Karakter Siswa pada PPKN. Jurnal Studi Sosial, 4(1), 42–52.

Nurohmah, A. N., & Dewi, D. A. (2021). Penanaman Nilai Moral dan Karakter di Era Pandemi melalui Pendidikan dengan Mengimplementasikan Nilai-Nilai Pancasila. Journal of Education, Psychology and Counseling, 3(1), 119–128.

Rahayu, Z. (2018). Pengembangan Pembelajaran Berbasis Nilai-Nilai Serat Kalatidha melalui Problem Based Learning (PBL) dan Value Clarification Technique (VCT) untuk Meningkatkan Kesadaran Moral Peserta Didik di SMA Negeri 5 Surakarta.

RASYID, H. A. (2016). Implementasi Pendidikan Karakter dalam Pembelajaran IPS di Madrasah Aliyah. SOCIA: Jurnal Ilmu-Ilmu Sosial, 13(1). https://doi.org/10.21831/socia.v13i1.9904

Rosyad, A. M., & Zuchdi, D. (2018). Aktualisasi pendidikan karakter berbasis kultur sekolah dalam pembelajaran IPS di SMP. Harmoni Sosial: Jurnal Pendidikan IPS, 5(1), 79–92. https://doi.org/10.21831/hsjpi.v5i1.14925

Sari, M., & Asmendri. (2018). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA, 2(1), 15. https://ejournal.uinib.ac.id/jurnal/index.php/naturalscience/article/view/1555/1159

Sinulingga, S. P. (2016). Teori Pendidikan Moral Menurut Emile Durkheim Relevansinya Bagi Pendidikan Moral Anak Di Indonesia. Jurnal Filsafat, 26(2), 214. https://doi.org/10.22146/jf.12784

Sulfemi, W. B. (2019). Model Pembelajaran Contextual Teaching And Learning (CTL) Berbantu Media Miniatur Lingkungan Untuk Meningkatkan Hasil Belajar IPS. Edunomic Jurnal Pendidikan Ekonomi, 7(2), 73. https://doi.org/10.33603/ejpe.v7i2.1970

UNP, S. F.-P. S. N. J. P. F., & 2015, undefined. (n.d.). Penerapan Model Problem Based Learning Dalam Inovasi Pembelajaran IPS di Sekolah Dasar. Ejournal.Unp.Ac.Id. Retrieved December 17, 2022, from http://ejournal.unp.ac.id/index.php/prosidingpgsd/article/view/4866

Viqi, A. (2022). Empat pelajar terlibat kasus peredaran narkoba di Mataram. Detik.Com.

Wijaya, R., Fahreza, F., & Kistian, A. (2019). Penerapan Model Pembelajaran Problem Based Learning (PBL) untuk Mengembangkan Karakter Toleransi dan Demokrasi Siswa pada Pembelajaran PKn Kelas V di SD Negeri Paya Peunaga. Bina Gogik, 6(2), 49–60.

Yunianto, T., Suyadi, S., & Suherman, S. (2020). Pembelajaran abad 21: Pengaruhnya terhadap pembentukan karakter akhlak melalui pembelajaran STAD dan PBL dalam kurikulum 2013. Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran, 10(2), 203. https://doi.org/10.25273/pe.v10i2.6339

Zaenuri, & Siti Fatonah. (2022). Analisis Implementasi Peran Guru Dalam Penanaman Nilai Karakter Toleransi Pada Mata Pelajaran Pkn Di MI Ma'arif Darussalam Plaosan Yogyakarta. Jurnal Riset Madrasah Ibtidaiyah (JURMIA), 2(1), 181–190. https://doi.org/10.32665/jurmia.v2i1.284