

Mental Strengthening through Character Education Management in *Pencak Silat* Extracurricular Program

Amin Haedari^{1*}, Muhammad Iqbal Bin Samadi², Nur Muhammad Iskandar³,
Muhammad Bakhrudin⁴

^{1,3,4}Islamic Education Management Department, Universitas Islam Bunga Bangsa Cirebon,
West Java, Indonesia

²General Education Department, University of Kuala Lumpur, Malaysia

Email : aminhaedari@gmail.com¹, miqbal@unikl.edu.my², iskandarnoer3@gmail.com³,
mbakhrudinuibbc@gmail.com⁴

DOI: <http://doi.org/10.33650/al-tanzim.v8i2.8200>

Received: 09 February 2024

Revised: 15 March 2024

Accepted: 11 April 2024

Abstract:

Moral decadence in society is at an alarming level, reaching 63%. Character education is an educational practice that fosters student character. This study aims to develop character education with four pillars and strengthen the moral formation. The approach in this study uses qualitative methods, with a case study in which the author conducts observations, interviews, and documentation. The use of primary data with the subject of the principal and secondary data with the subject Vice principal for curriculum, madrasa commit, Extracurricular teacher and using purposive sampling. Data were analyzed using four stages of Miles and Huberman and then tested, starting from credibility through triangulation, dependability and confirmability. The resulting study shows there are characteristics inside and outside of the school, inside exschool and outside, like discipline, courage, independence, responsibility, sportsmanship and mutual respect. When many characters adhere to the student consistently, indirectly, the student will become a good character and strengthen his mental. The implication of this research is that strong character will strengthen the mental of the student.

Keywords: *Character Education, Management, Mental Strengthening, Pencak Silat*

Abstrak:

Dekadensi moral di masyarakat berada pada tingkat yang mengkhawatirkan, mencapai 63%. Pendidikan karakter adalah praktik pendidikan yang menumbuhkan karakter siswa. Penelitian ini bertujuan untuk mengembangkan pendidikan karakter dengan empat pilar yang dapat memperkuat pembentukan moral. Pendekatan dalam penelitian ini menggunakan kualitatif dengan studi kasus dimana penulis melakukan observasi, wawancara dan dokumentasi. Penggunaan data primer dengan subjek kepala sekolah dan data sekunder dengan subjek wakil kepala sekolah bidang kurikulum, komite madrasah, guru Extracurricular dan menggunakan purposive sampling. Data dianalisis dengan menggunakan empat tahap Miles dan Huberman kemudian diuji mulai dari kredibilitas melalui triangulasi, dependabilitas dan konfirmabilitas. Hasil penelitian ini adalah terdapat karakter yang terdiri dari karakter di dalam dan di luar sekolah, di dalam dan di luar kelas seperti: disiplin, keberanian, kemandirian, tanggung jawab, sportivitas dan saling menghargai. Ketika berbagai karakter tersebut melekat pada diri siswa secara konsisten, maka secara tidak langsung siswa akan menjadi berkarakter baik dan menguatkan mentalnya. Implikasi dari penelitian ini adalah karakter yang kuat akan menguatkan mental siswa.

Kata Kunci: *Pendidikan Karakter, Manajemen, Penguatan Mental, Pencak Silat*

Please cite this article in APA style as:

Haedari, A., Samadi, M. I. B., Iskandar, N. M., Bakhrudin, M. (2024). Mental Strengthening through Character Education Management in Pencak Silat Extracurricular Program. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 492-506.

INTRODUCTION

The increase in juvenile delinquency and moral decadence in society is at an alarming level, reaching 63% (Al, 2020). This has penetrated the elementary school level (Bakri et al., 2021), so Indonesia is experiencing a multidimensional crisis. Many moral deviations are easily found through social networks (Safitri, 2020). So, character education plays a role in shrinking this problem.

Character education is a familiar idea (Agboola & Chen, 2012) in both formal and informal educational settings (A. Kamaruddin, 2012), although there is still little going on among researchers (Marvin et al., 2014). Over the past few decades, educators around the world have become increasingly interested in implementing character education in schools (Dabdoub et al., 2023), referring to the ideal character education program so that it can be effectively implemented in all educational institutions (Mukminin et al. et al., 2022).

Character education is the interpretation of Law Number 20 of 2003, which aims to provide students with religious spiritual strength, self-control, personality, intelligence, and noble character (Luk.staff.ugm.ac.id, 2003). Article three states that students are expected to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Pmpk, 2003).

Character education is an educational practice that fosters student character (Berkowitz, 2011; Martinez & Partin, 2023). Aiming to represent the quality of education from the process of the learner's journey (Irmayani et al., 2018), which has been planned since the existence of a character education curriculum (Fanani et al., 2022) while in the Qur'an and As-sunnah namely instilling certain characters as well as providing seeds so that students can foster distinctive characters in living their lives (Dakir, 2019).

When seen as an educator with wisdom competence, Luqman has traits and behaviours that illustrate wisdom. Strengthened by tarbawi hadith related to several wisdoms that must be considered by people who are knowledgeable: (1) Practice their knowledge consequently (2) Become a role model for others (3) Knowledgeable but inconsistent is threatened with a painful punishment (Dakir, 2019).

The phenomenon of juvenile delinquency, ranging from physical and psychological violence, shows a significant increase. Starting in 2018, 3145 adolescents aged ≤ 18 years were recorded as perpetrators of delinquency and criminal acts; in 2019 and 2020, it increased to 3280 to 4123 adolescents. In 2021, the number of juvenile delinquents in Indonesia reached 6325 cases. This means that from 2018 - 2021, there was an increase of 10.7%. This data shows the growth in the number of juvenile delinquencies that occur each year (BPS, 2021; Murni & Feriyal, 2023).

Madrasah Ibtidaiyah Assalafiyah is an elementary education institution in Plumbon Subdistrict, which has won first place in the *pencak silat* competition in Cirebon Regency 2020. Extracurricular activities at this MI are divided into 2 categories, namely mandatory extracurricular activities such as additional learning materials, and optional extracurricular activities in the form of character education programs provided to students, including the Tahfidz Al-Qur'an program, congregational prayer, inclusive education service programs and non-academic programs such as Calligraphy, Futsal, and *Pencak silat*.

The factor causing moral decay is schools' lack of maximum value transfer (character education). According to experts, the development of character education is divided into four pillars, namely teaching and learning activities in the classroom, daily life activities in the form of cultural development, formal and non-formal education units, extracurricular activities, activities at school, home and in the community (Moshinsky, 1959). The existence of extracurricular activities can develop students' self-skills (Zulkifli & Wirdanengsih, 2020) and can develop one's personality to help the process of moral formation (Ariana, 2018).

One way to shape character is through *pencak silat* activities, one of the self-development activities programs (Irmayani et al., 2018). *Pencak silat* education is an original Indonesian cultural heritage. *Pencak silat* has character education values in piety, responsiveness, toughness, treggings, and waggon (Mulyana, 2014). The game-based circuit training program could improve the mental health level of the individual (Burhanuddin et al., 2023) and involve physical and mental training to develop an individual's abilities, strengths, and weaknesses. It also focuses on cultivating noble character and self-reflection through rituals such as breathing exercises and fasting (Ediyono et al., 2023; Karo-karo et al., 2023) train the movement skills of elementary school students so that their movements are more directed and have a purpose as a martial arts tool, physical exercise, and discipline (Purwanto, 2018).

Thus, it can be concluded that extracurricular activities are a process carried out consciously and systematically to foster students' maturity as a provision for life (Agustin, 2019) and character and to foster physical and mental health.

The success of extracurricular activities must be balanced with good management. The definition of management is an art (Follet, M. P., 1933), a way (Koontz & O'Donnell, 1955) to achieve goals, a process or framework (R. Terry, 1979), a series of activities (Wilson, 1972) both planning, organizing (Stoner, 1989), recording, compiling (Manullang, 2012) directing (Millet, 1954), organizing and utilizing resources efficiently and effectively (Burhanudin et al., 2019) where every job can be done in collaboration with others (Handoko, 2017).

The management function in character education programs consists of (Aini & Fitria, 2021) planning, organizing, mobilizing and evaluating (Terry, 1958). The functions of educational management are related to each other like a mutually supporting and dependent system. To create superior schools, stakeholders in educational institutions need to pay close attention to these functions so that they can run effectively.

This research sharpens the theory: extracurricular management (Habibullah, 2017; Siti Khabibah, 2020) instilling student character (Uge et al.,

2022; Permatasari, 2021); character education (Thomas Lickona, 2013; Aini & Fitria, 2021); character building in extracurricular activities (Riani & Agung P., 2018; Monika F.W. & Nur Hidayah 2020) and mental improvement in martial arts activities (Burhanuddin et al., 2023; Karo-karo et al., 2023).

This research explains the character education program through four management functions in *Pencak Silat's* extracurricular activities. When the *Pencak Silat* extracurricular program is implemented, it can trigger positive character changes for students, improving their performance and even strengthening their personal mentality so that they can reap achievements in the form of *Pencak Silat* championships in the Cirebon district area.

This article starts from the four stages of Terry's management function in character education programs, using the theory of character development through four pillars (Moshinsky, 1959) in *pencak silat* extracurricular activities to strengthen students' mentality.

RESEARCH METHODS

The approach in this study uses qualitative with a case study design (Creswell & Creswell, 2018) used to explore complex phenomena (Cantimer, 2022) involving in-depth investigation of the subject (Pearlman, 1976; Huiru, 2009; Manzello, 2020) where the author conducts observations, interviews and documentation of the person in charge of the *pencak silat* extracurricular program at MI Assalafiyah Bodolor, Plumbon District, Cirebon Regency to obtain data on the character education management function in *pencak silat* extracurricular. The use of primary data with the subject of the principal and secondary data with the subject of the vice principal for curriculum, madrasa commit, extracurricular teacher, and purposive sampling (Sugiyono, 2022). Data were analyzed using four stages (Miles & Huberman, 1984), starting from data collection, reduction, display and conclusion making and then tested starting from credibility through triangulation, dependability and confirmability simultaneously where the author goes through the stages of checking and checking the entire research process until the data is saturated and valid and measurable at the transferability stage.

Table 1. Research Instrument Four Function of Management R. Terry

No	Four function of Managemen R. Terry	Indikator list
1	Planning	Vision, Mission, Bugeting, Organization goal, Motivation of program, Formulate future activities
2	Organizing	Staffing, Organization Structure, Job Deskripsi
3	Actuating	Schedule list, Decisional, Actuating list program
4	Controlling	Scedul of evaluation, Supervision, program termination if necessary

RESULTS AND DISCUSSIONS

Mental strengthening starts from the consistency of solid character in any place; this is by the four pillars of character development (Moshinsky, 1959), and when character is strong, it will strengthen students' mentality. This is by studies (Burhanuddin et al., 2023; Karo-karo et al., 2023). The character education

program runs well using R. Terry's management theory, starting from planning, organizing, implementing and evaluating, and involving all stakeholders. Stakeholders, by definition, are individuals or groups affected by a decision or activity (K. et al., 2018). In this case, these people are interested and involved in implementing extracurricular programs at MI Assalafiyah Cirebon. Among them are the Head of the Madrasah as the person in charge of the Basic Energy *pencak silat* extracurricular program, the Deputy Principal for curriculum and coaches as student coaches, and parents as guardians who support extracurricular activities.

Character Education Planning in Extracurricular *Pencak Silat*

There are no written goals in implementing the *pencak silat* extracurricular program at MI Assalafiyah Cirebon; each program is adjusted to the school and Indonesian Basic Energy *pencak silat*'s vision and mission. This is in line with the statement of vision and mission in the planning process, especially in guiding strategy implementation and driving organizational growth (Eryomenko, 2020).

The results of the research through the interview technique are presented as follows: The characteristics to be built in education management when studying at school, at home, and outside school are discipline (Informant 1, 2022), courage, independence (Informant 2, 2022), confidence, diligence, never give up, sportsmanship, humility, courtesy, mutual respect (Informant 3, 2022), courage and responsibility (Informant 4, 2022). This is by what is described (Sukron & Ricky, 2020) that the character of *pencak silat* participants is an excellent religious attitude, honesty, and discipline.

Pencak Silat must have a training curriculum plan as a forum for extracurricular activities. Extracurricular activities are carried out twice a week, namely on Wednesdays for lower grades (grades 1, 2, 3) and Saturdays for higher grades (4,5,6) for one and a half hours starting at 15.30 to 17.00 (Informant 1, 2022). This refers to the curriculum of the *pencak silat* school and the school agenda in the form of basic, advanced, and SPSI movements (Informant 3, 2022).

The cost planning for *pencak silat* extracurricular program activities at MIS Assalafiyah Bodelor, Plumbon Sub-district, Cirebon Regency, comes from the School Operational Fee (BOS) (Informant 1, 2022), including Honor for coaches and the silat championship budget outside the school. Participants are free of charge (Informant 3, 2022) except for uniforms (Informant 4, 2022). Activity costs can be submitted to the school/madrasah according to proposals such as (1) planning to purchase training equipment, (2) financing championship activities, (3) member funds, and (4) financing school activities (Informant 2, 2022).

Organizing Character Education in Extracurricular *Pencak Silat*

The organization of character education through extracurricular *pencak silat* at MI Assalafiyah Cirebon instils how we respect ourselves and others so that the spirit of sportsmanship is embedded when outside and habituation at school (Informant 2, 2022). These are one of four pillars that character development must be consistently implemented at and outside school (Moshinsky, 1959). The organizational structure of character education management starts with the madrasah head as the person in charge, teachers, trainers, parents (Informant 3, 2022) and student representatives, those whom the trainers will coach.

Implementation Actuating of *Pencak Silat* Extracurricular Character Education

The implementation Actuating of *pencak silat* extracurricular activities involves the role of parents, such as the participation of parents in championship events outside school and inside the school to support students, some of which are from the BOS program, some are from the parents themselves, for example for providing transportation (Informant 1, 2022). The role of parents is vital for the smooth running of activities (Informant 3, 2022), as every child who participates in extracurricular activities must get permission from their parents (Informant 2, 2022).

Technical character education through *Pencak Silat* The extracurricular silat program at MIS Assalafiyah Bodelor, Plumbon District, Cirebon Regency, the training is divided into two, namely the basic level held on Wednesdays, and the advanced level held on Saturdays (Informant 1, 2022). Students do what the coach says (Informant 3, 2022). The children participating in the activities also look enthusiastic and become more courageous, disciplined, independent, and responsible at home and school (Informant 2, 2022).

Implementing *pencak silat* extracurricular activities must also be supported by student character values. Supporting character values during implementation include the values of sportsmanship, honesty, responsibility, and discipline. Responsibility is how he carries out his duties when performing outside of school, and sportsmanship is when performing in championships so that students can perform as well as possible when participating in championship events, as stated by the following research subject (Informant 1, 2022).

Implementation is also closely related to the activity schedule. The schedule of character education activities through the *pencak silat* extracurricular program at MI Assalafiyah, such as the annual program, semester program, or weekly program, is Wednesday for grades 1,2,3 and Saturday for grades 4,5,6. During the event, the coach will screen/select several participants to participate in competitions within the Cirebon Regency Government (Regent's Cup) (Informant 1, 2022). Students follow what the teacher/coach and madrasah head explain (Informant 2, 2022). The *Pencak silat* schedule is separate from the learning schedule because the implementation is outside KBM hours (during the day). However, perhaps the implementation has been arranged in the curriculum prepared by the madrasah (Informant 4, 2022).

Character Education Supervision in *Pencak Silat* Extracurricular

Evaluators oversee character education through *pencak silat* extracurricular activities at MI Assalafiyah. After providing the material, at the final stage, the coach will evaluate what the children have gained, then what needs to be improved (Informant 1, 2022) and confirm directly to the supervising teacher/trainer and the head of the madrasah (Informant 2, 2022). Evaluation is done after every practice. Moreover, parents are very grateful because it has implications for improving the child's character (Informant 4, 2022).

There will be shortcomings and advantages in the evaluation session. In terms of shortcomings, it is felt that the training place is inadequate. There are many participants, but the training place is not prominent, and there is no full

support from the madrasa, especially regarding the cost of improving students' abilities (Informant 2, 2022).

In terms of evaluation in the field of implementing character education through the *Pencak Silat* extracurricular program at MI Assalafiyah Bodelor, Plumbon District, Cirebon Regency, according to the *Pencak* coach, the *Silat* extracurricular activities have been practical because trainers, schools, and parents support them. This is evidenced by the acquisition of achievements in accordance with the expected targets.

The results of obtaining data or information obtained, in addition to being coded manually, were also carried out digitally with the help of AtlasTi qualitative data analysis software. The results of the coding analysis using AtlasTi assistant software are shown below.

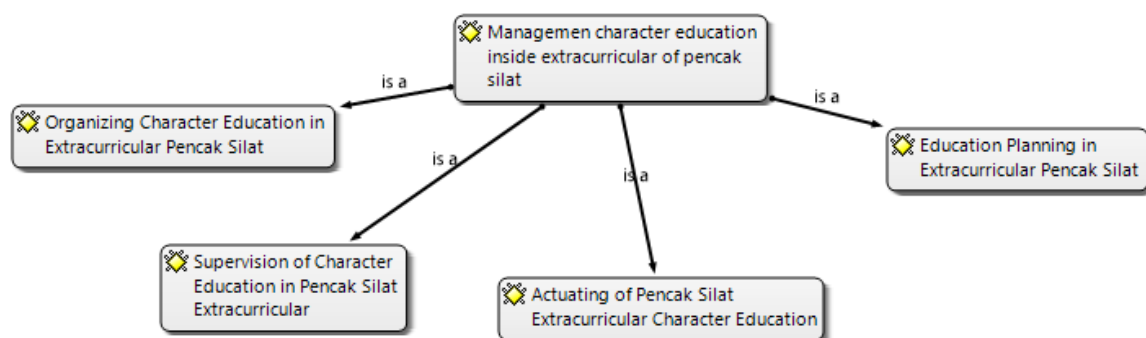


Figure 1. Management Character Education Inside Extracurricular of *Pencak Silat*

Based on the results of research conducted through interviews, field observations, and documentation at MI Assalafiyah Bodelor Cirebon, it can be explained that the character education management carried out includes aspects of management, namely planning, organizing, actuating, and controlling.

Planning

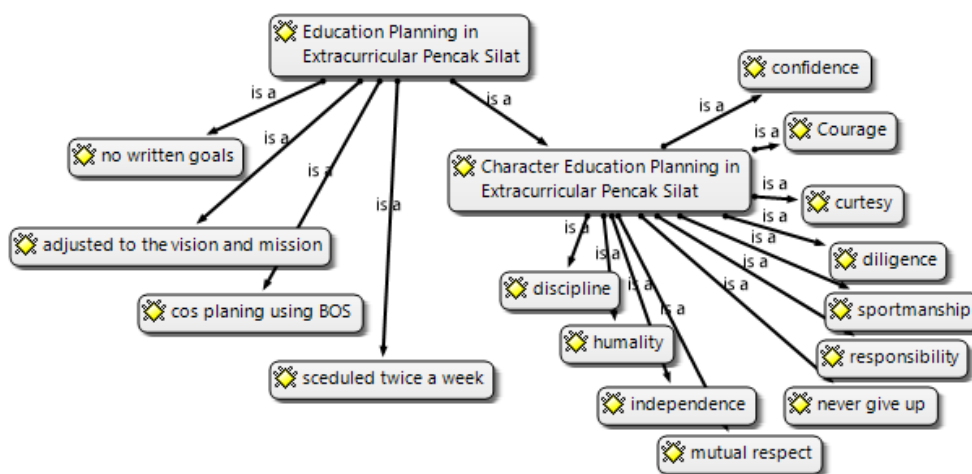


Figure 2. Education Planning in extracurricular *pencak silat*

In the planning aspect, it is known that extracurricular programs are programmed according to the curriculum and objectives set by the madrasah, in this case, MI Asalafiyah Bodelor, Plumbon District, Cirebon Regency. The planning of *pencak silat* extracurricular activities is carried out by extracurricular teachers or martial arts trainers, namely Ola's mother. Education planning is not written goals but adjusted to the vision and mission, cost planning using BOS, scheduled twice a week, and has 11 character plans: discipline, courage, independence, confidence, diligence, never give up sportsmanship, humility, courtesy, mutual respect, courage and responsibility.

The results of this study are based on G Terry's management theory, which states that the main argument for planning is developing a plan and providing guidance and goals to a planner. This involves digging up the facts, determining the path of activities to be followed, and estimating the time, energy, and materials needed (Syarbini, 2013).

The results of this study are also based on previous research by Ichsan and Hadiyanto, which concluded that educational planning (programs and activities) instil character values, implements character programs and activities, and carries out school quality control in character. Extracurricular students who are more intense and regular aim to optimally develop potential, talents and interests (Hadiyanto, 2021). This result is accurate with Planning in Q.S. An-Syirah/94: 7-8 and Q.S. Yusuf/12: 43 And in Q.S. Yusuf/12: 43 explains the importance of a good program (good programming) in an agency (organization) (Mesiono & Aziz, 2020).

Organizing

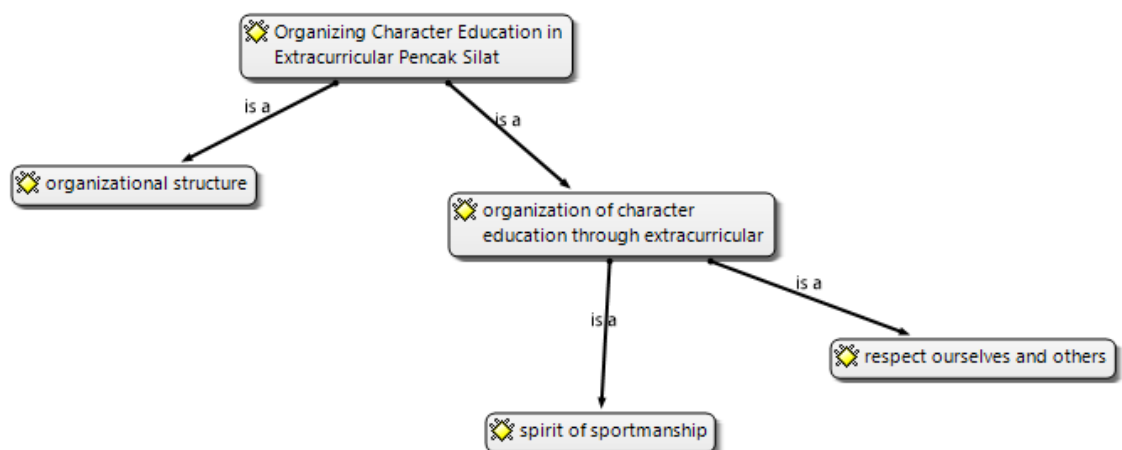


Figure 3. Organization Character Education in Extracurricular *Pencak Silat*

In the organizing aspect, it is known that the organization of character education in MI Assalafiyah includes the head of the madrasah as the person in charge, then teachers in the curriculum and student affairs according to the program fostered, including in this case the *pencak silat* extracurricular program chaired by Riayatul Maula as a *pencak silat* trainer, with the organizational structure including trainers, assistant coaches, member leaders, treasurers, and secretaries in the program extracurricular *pencak silat* at MI Assalafiyah Cirebon.

According to children, it instils in them how we respect ourselves and others, which is the spirit of sportsmanship.

Based on the results of the investigation, it can be explained that organizing the management of character education through the *pencak silat* extracurricular program at MI Assalafiyah Cirebon is right with G. Terry's management theory because there is a unique organizational structure in its organization so that there are activities or activities, interaction, coordination, authority, and tasks transparently and clearly (Rama Yulis in Jaja Jahari & Amirulloh Syarbin, 2013). Moreover, this result retrieved with Organizing is explained in Q.S. Ali Imran/3: 103. The coordination function is one of them, and it is Q.S. Al-Baqarah/2: 208, Q.S. At-Taubah/9: 122 (Mesiono & Aziz, 2020).

Actuating

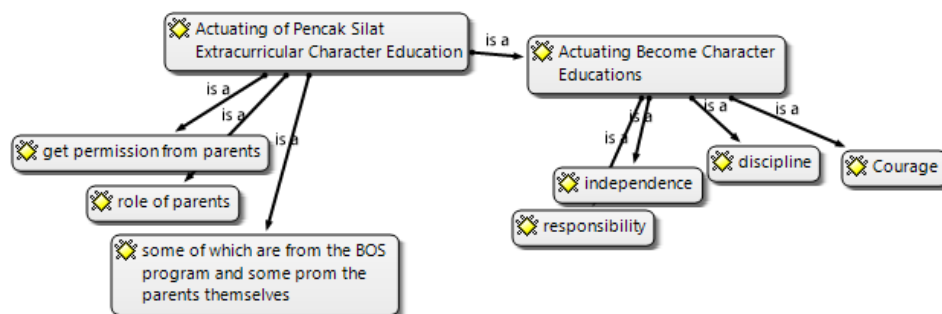


Figure 4. Actuating of *Pencak Silat* Extracurricular Character Education

In actuating, extracurricular programs are carried out according to a predetermined curriculum and schedule. Weekly program: exercise routine once a week exercise, additional 1 time. Level-up exam every 6 months, practice/sparring evaluation. The annual program involves participating in district/city-level championships. The role of parents is vital, such as permitting their children. The children participating in the activities also look enthusiastic and become more courageous, disciplined, independent, and responsible at home and school.

The implementation of *pencak silat* extracurricular activities must also be supported by student character values. Supporting character values during implementation include the values of sportsmanship, honesty, responsibility, and discipline.

Based on the investigation results, it is known to be based on the management theory of G. Terry, which explains that in actuating, several principles, namely consistency, openness, and policies, will accelerate and improve the quality of movement. The results of this study also support previous research by Suci Muzfirah and Tati Nurhayati, which found that *pencak silat* extracurricular activities influence student character development (Nurhayati, 2020).

The results of this investigation are from previous research by Ana Riani, which explained that extracurricular activities, such as *pencak silat*, can be used as a vehicle in character education for elementary school students. The results of this study also support the results of previous research by Hastarina & Murniyetti,

which concluded that the implementation of character education in fostering students' disciplinary attitudes is carried out with regulations that must be obeyed, giving advice and sanctions (Ana Riani, 2018).

Controlling

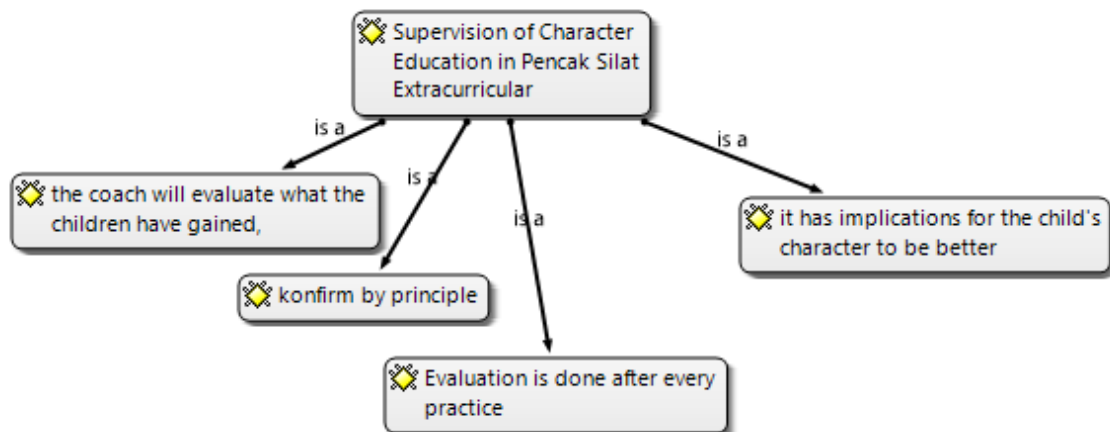


Figure 5. Evaluating/Supervision of Character Education in *Pencak Silat* Extracurricular

In the supervision aspect, information was obtained that evaluations were carried out every Saturday at the weekly teacher meeting, every month, and at the end of the *semester*. The coach will evaluate what the children gain by confirming the principal. Evaluation is done every practice, and it has implications for the child's character to be better. The research results on this aspect of supervision are also based on G. Terry's theory that supervision is adjusted to the nature and needs of the organization and refers to corrective actions (Syarbini, 2013).

The results of this study are also by previous research by Hastarina and Murniyetti, which found that character education evaluation fosters students' disciplined attitudes, resulting in several things, namely a sense of responsibility, getting used to behaving well and developing and strengthening confidence (Hastarina, 2021).

Based on the results of this study, where the information and data were obtained through interviews, documentation and observations in the field, it can be given meaning that the primary energy *pencak silat* extracurricular program at MI Assalafiyah has fulfilled management functions as the theory used where the planning function is by the curriculum, and strengthening character education. Structured organizing functions are in place, implementation is organized according to schedule, and supervision is carried out at the end of the *semester*. This result was retrieved with Controlling function, supervision, and control in Q.S.Al-Baqarah/2: 247 (Mesiono & Aziz, 2020).

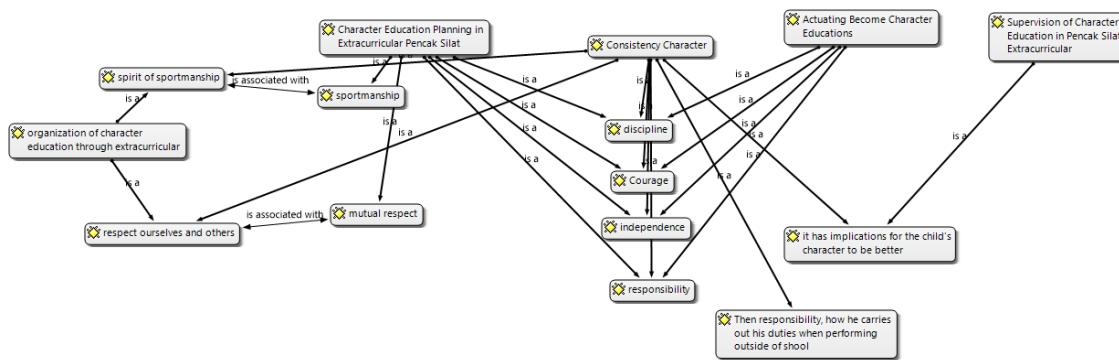


Figure 6. Consistency Character Crosses in The Management Extracurricular of Pencak Silat

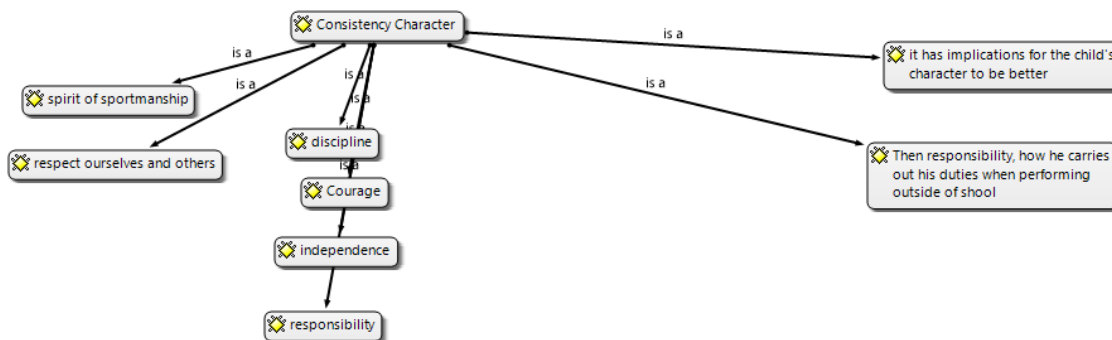


Figure 7. Final Consistency character Of The Student

According to the four management steps, R. Terry is planning, organizing, actuating and controlling or evaluating; there are characteristics inside and outside of the school, inside exschool and outside, like discipline, courage, independence, responsibility, sportmanship and mutual respect. When many characters adhere to the student consistently, indirectly, the student will become a good character and strengthen his mental. This result confirmed (Moshinsky's 1959) theory that the student's character consists of four pillars and confirmed with (Burhanuddin et al., 2023; and Karo-karo et al., 2023) that strong character will strengthen mentally.

Table 2. Consistency Character Strength Mental

No	Four Pillars Developing Character	List of Character
1	Inside classroom	Discipline, courage, independence, responsibility, sportmanship and mutual respect. When many character adhere of the student consistenly, indirecly the student will become good character and strenght his mental
2	In daily activities	
3	Formal-Non Formal	
4	In School-Exschool-Home-Community	

CONCLUSION

Character education is central to MI Assalafiyah Cirebon's extracurricular Pencak Silat program. Through collaborative planning and meticulous organization, character-building objectives are seamlessly integrated into the

curriculum. Under Riayatul Maula's leadership, a structured hierarchy ensures effective management, emphasizing discipline and responsibility. Regular training sessions and biannual examinations provide ample opportunities for skill development and cultivating traits like courage and independence. Parental involvement is emphasized, reinforcing values instilled by the program. Supervision and evaluation mechanisms, including weekly meetings and monthly assessments, monitor student progress holistically. Coaches provide feedback on technical proficiency and character development, nurturing individuals with integrity and resilience. The program's impact extends beyond the training mat, instilling values that equip students for life's challenges. Embracing these principles, students contribute positively to their communities, embodying MI Assalafiyah Cirebon's ethos and Pencak Silat's timeless teachings.

ACKNOWLEDGEMENT

We express our infinite gratitude to the entire big family of MI Assalafiyah Bode Lor Cirebon, Bunga Bangsa Islamic University Cirebon, and the whole editorial team of the Al-Tanzim journal publisher for fully supporting this small research both in terms of time, knowledge, and others in the context of developing science so that this research runs smoothly until it is published.

REFERENCES

- A. Eryomenko, A. V. K. (2020). The Importance of Mission Vision in Organizational Strategy. *Rationing and Remuneration of Labor in Industry*, 11. <https://doi.org/10.33920/pro-3-2011-07>
- A. Kamaruddin, S. (2012). Character Education and Students Social Behavior. *Journal of Education and Learning (EduLearn)*, 6(4), 223. <https://doi.org/10.11591/edulearn.v6i4.166>
- Agboola, A., & Chen, K. (2012). Bring Character Education into Classroom. *European Journal of Educational Research*, 1(2), 163–170. <https://doi.org/10.12973/eu-jer.1.2.163>
- Agustin, Y. I. (2019). Implementasi Pendidikan Karakter melalui Ekstrakurikuler di Sekolah Dasar. *Jurnal Dikdas Bantara*, 2(1). <https://doi.org/10.32585/jdb.v2i1.182>
- Aini, M., & Fitria, R. (2021). Character Education Management in Improving Education Quality in State Senior High School. *Journal of Islamic Education Students (JIES)*, 1(2), 66. <https://doi.org/10.31958/jies.v1i2.2972>
- Al, A. et. (2020). Anisa et al Pentingnya Pendidikan Karakter pada Anak Sekolah Dasar di Zaman Serba Digital. *Bintang (Jurnal Pendidikan Dan Sains)*, 2(01 April), 35–48.
- Ana Riani, dan A. P. (2018). Mngenai Extracurricular Pencak Silat Membangun Pendidikan Karakter Pada Siswa Sekolah Dasar. *Prosiding Seminar Dan Diskusi Nasional Pendidikan Dasar 2018*.
- Ariana, R. (2018). Role of Learning Discipline in Mediating the Influence of Parenting. *JPE (Journal of Primary Education)*, 7(2), 1–23.

- Bakri, A. R., Sutrisno, S., & Mushafanah, Q. (2021). Nilai Karakter Siswa pada Kegiatan Extracurricular. *Indonesian Values and Character Education Journal*, 4(1), 1-6. <https://doi.org/10.23887/ivcej.v4i1.29811>
- Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Dabdoub, J. P., Salgado, D., Bernal, A., Berkowitz, M. W., & Salaverría, A. R. (2023). Redesigning Schools for Effective Character Education Through Leadership: The Case of PRIMED Institute and vLACE. *Journal of Moral Education*, 00(00), 1-17. <https://doi.org/10.1080/03057240.2023.2254510>
- Dakir. (2019). *Manajemen Pendidikan Karakter*. Yogyakarta: K-Media.
- Fanani, Z., Basri, & Sonhadji, A. (2022). Management of Character Education in Creating Student Morals: A Multiple-Case Study. *Jurnal Pendidikan Islam*, 11(1), 95-105. <https://doi.org/10.14421/jpi.2022.111.95-105>
- Gesi, B., Laan, R. F. L. (2019). Manajemen dan Eksekutif. *Jurnal Manajemen Dan Eksekutif*, 3(2), 51-66.
- Gilang. (2015). Manajemen Pembinaan Peserta Didik pada Sekolah Penyelenggara Pendidikan Inklusi. *Jurnal Improvement UNJ*, 3(3).
- Hadiyanto, F. N. I. dan. (2021). Implementasi Perencanaan Pendidikan dalam Meningkatkan Karakter Bangsa melalui Penguatan Pelaksanaan Kurikulum. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 541. <https://doi.org/10.30605/jsgp.4.3.2021.1203>
- Handoko, T. H. (2017). Manajemen. In 2 (2nd ed., pp. 6-7). Yogyakarta: BPFE UGM.
- Hastarina, M., M. (2021). Implementasi Pendidikan Karakter Dalam Membina Sikap Disiplin Peserta Didik di Taman Pendidikan Al-Qur'an (TPQ) Ihsan Muhammadiyah Kota Padang. *An-Nuha Jurnal Pendidikan Islam*, 1(3), 208-219. <https://doi.org/10.24036/annuha.v1i3.73>
- Huiru, Y. (2009). A Case Study (Innovation of Internal Teaching and Learning Evaluation System in Higher Education Institutions). *Chenese Education And Society*. Retrieved from <https://doi.org/10.2753/CED1061-1932420108>
- Ichsan, F. N., & Hadiyanto, H. (2021). Implementasi Perencanaan Pendidikan dalam Meningkatkan Karakter Bangsa melalui Penguatan Pelaksanaan Kurikulum. *Jurnal Studi Guru dan Pembelajaran*, 4(3), 541-551. <https://doi.org/10.30605/jsgp.4.3.2021.1203>
- Irmayani, H., Wardiah, D., & Kristiawan., M. (2018). The strategy of SD Pusri in improving educational quality. *International Journal of Scientific and Technology Research*, 7(7), 113-121.
- K. Praveen Parboteeah, J. B. (2018). Stakeholders. In *Business Ethics* (2nd ed., p. 44). Retrieved from <https://doi.org/10.4324/9781315180663>
- Karo-karo, A. A. P., Rahayu, T., & Setyawati, H. (2023). Analysis Of Pencak Silat Techniques Using A Biomechanical Approach: Systematic Literature Review. *Physical Education Theory and Methodology*, 7989, 947-953. <https://doi.org/10.17309/tmfv.2023.6.18>
- Luk.staff.ugm.ac.id. (2003). *Uu No. 20 Tahun 2003 Sisdiknas*.

- Manzello, S. L. (Ed.). (2020). *Case Study BT - Encyclopedia of Wildfires and Wildland-Urban Interface (WUI) Fires*. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-52090-2_300042
- Martinez, J. A., & Partin, J. M. (2023). Character Education Initiatives And Preparation For School Administrators: A Review Of Literature. *JLER (Journal of Leadership, Equity, and Research)*, 9(1).
- Marvin W. Berkowitz, M. C. B. (2014). *What Works In Character Education: A Research-Driven Guide For Education*. University of Missouri-St. Louis. Retrieved from www.character.org
- Mesiono, & Aziz, M. (2020). Manajemen dalam Persfektif Ayat-ayat Alquran (Buku kajian Berbasis Penelitian). *Perdana*, 1-146.
- Miles, M. B., & Huberman, A. M. (1984). Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft. *Educational Researcher*, 13(5), 20-30. <https://doi.org/10.3102/0013189X013005020>
- Moshinsky, M. (1959). No Title. *Nucl. Phys.*, 13(1), 104-116. [https://doi.org/10.1016/0029-5582\(59\)90143-9](https://doi.org/10.1016/0029-5582(59)90143-9)
- Mukminin Al Anwari, A., Hikmah, & Marzuki, M. (2022). Management of Madrasah Head in Implementing Character Education in MIN 2 Batang Hari. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, 8(1), 74-84. <https://doi.org/10.55849/attasyrih.v8i1.109>
- Mulyana. (2014). *Pendidikan Pencak Silat*. Bandung: Remaja Rosdakarya.
- Nurhayati, S. M. dan T. (2020). Pengaruh Kegiatan Extracurricular Pencak Silat Terhadap Pengembangan Karakter. *Indonesian Journal Of Elementary Education (IJEE)*, 2 No.1.
- Pearlman, C. (1976). A Case Study: Triumph Charter School Provider: Inefficient or Incompetent Leadership? *Journal of the American Optometric Association*, 6(2), 10. Retrieved from <https://doi.org/10.4018/IJTEM.2016070103>
- Pmpk. (2003). Undang-Undang Sisdiknas No.20 Tahun 2003. *Pmpk.Kemdikbud*.
- Purwanto, R. & A. (2018). Extracurricular Pencak Silat Membangun Pendidikan Karakter Pada Siswa Sekolah Dasar. *Prosiding Seminar Dan Diskusi Nasional Pendidikan Dasar*, 2.
- Qonita, R., Kurniawan, M. I., & Wardana, M. D. K. (2022). Developing Discipline Character of Elementary School Students through Punishment. *Al-Ishlah: Jurnal Pendidikan*, 14(3), 3613-3622. <https://doi.org/10.35445/alishlah.v14i3.1760>
- Rama Yulis dalam Jaja Jahari & Amirulloh Syarbini. (2013). 11.
- Safitri. (2020). Pentingnya Pendidikan Karakter untuk Siswa Sekolah Dasar dalam Menghadapi Era Globalisasi. *Jurnal Pendidikan Tambusai, Volume 4(Nomor 1)*, 264. <https://doi.org/10.30596/jppp.v1i1.4452>
- Sobri, M., Nursaptini, N., Widodo, A., & Sutisna, D. (2019). Pembentukan karakter disiplin siswa melalui kultur sekolah. *Harmoni Sosial: Jurnal Pendidikan IPS*, 6(1), 61-71. <https://doi.org/10.21831/hsjpi.v6i1.26912>
- Sugiyono. (2022). *Metodologi Penelitian Kualitatif, Kuantitatif, dan R&D* (29th ed.). Bandung: Alfabeta.

- Sukron, M., & Ricky, Z. (2020). Peningkatan Karakter Peserta Didik (Religius, Jujur, Dan (Disiplin) Melalui Pencak Silat. *Dharmas Education Journal (DE_Journal)*, 1(1), 1-9. <https://doi.org/10.56667/dejournal.v1i1.31>
- Syarbini, J. J. & A. (2013). *Manajemen Madrasah: Teori, Strategi, dan Implementasi*. Bandung: Alfabeta.
- Zulkifli, Z., & Wirnanengsih, W. (2020). Pendidikan Karakter Melalui Kegiatan Extracurricular Tahfiz di SMA Negeri 5 Padang. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 1(3), 198-206. <https://doi.org/10.24036/sikola.v1i3.23>