



## THE INTEGRATION OF CHARACTER EDUCATION IN ARTS AND CULTURE SUBJECT IN JUNIOR HIGH SCHOOL

Maras Fitriana<sup>1</sup>, Alek Andika<sup>2</sup>

<sup>1,2</sup>Universitas Ma'arif Nahdlatul Ulama Kebumen

Email: marasfitriana@gmail.com

### ABSTRAK

The integration of character education into the Arts and Culture curriculum in junior high schools combines the teaching of artistic skills with the instillation of moral values such as discipline, responsibility, and empathy, fostering intellectually and emotionally well-rounded students who are talented and possess noble character.

This study aims to analyze the effectiveness of integrating moral values through arts and culture, the general curriculum, literature, and religion in fostering students' responsibility, creativity, and social skills, as well as to examine the role of teachers and stakeholder collaboration in holistic character development.

The study employs a Systematic Literature Review to systematically and structurally identify, evaluate, and synthesize scientific evidence from relevant literature, beginning with the formulation of research questions through to a comprehensive literature search strategy for a deep understanding of the research phenomenon.

The direct integration of cultural arts such as dance and drawing fosters responsibility and unity despite resource constraints; a general curriculum approach enhances student morality through stakeholder collaboration; integration through literature and religion shapes identity through enjoyable learning; and general implementation in schools creates a learning environment that supports moral values with teachers serving as character-building role models.

This study concludes that the integration of direct arts and culture is effective in fostering moral values with the teacher playing a central role; a general curriculum approach enhances moral values through collaboration; the integration of literature and religion enriches holistic character development; and general implementation optimizes student character development through stakeholder collaboration..

**Keywords:** character education, arts and culture, curriculum integration, moral values, stakeholder collaboration

### INTRODUCTION

The integration of character education into the Arts and Culture curriculum in junior high schools (SMP) is an approach that seeks to combine the teaching of artistic skills with the instillation of character values essential for students' moral and social development. The rationale behind this integration is to foster individuals who not only possess artistic abilities but also exhibit positive attitudes and behaviors, such as discipline, responsibility, and empathy. Character education, which involves fostering positive traits such as honesty, cooperation, and respect, is highly relevant in arts and culture education because these two aspects mutually reinforce

one another in shaping students who are intellectually and emotionally well-rounded. Thus, the integration of character education into the Arts and Culture curriculum serves as a vital tool in educating a younger generation that is not only talented but also possesses noble moral character.

Recent developments in character education indicate a growing awareness of the importance of character in the educational process, particularly during adolescence. Nevertheless, the challenges faced in integrating character education into the Arts and Culture curriculum are significant. One such challenge is the lack of clarity in implementation, which is often hindered by

teachers' limited understanding of how to effectively incorporate character values into art instruction. Current research and practice focus on developing innovative teaching strategies, where art is viewed not only as a tool for expressing creativity but also as a medium for shaping students' character through the values embedded in artistic works, cultural appreciation, and collaboration in artistic activities.

Although character education is already part of the educational curriculum in Indonesia, the gap between the ideal and the reality regarding the integration of character education into the Arts and Culture subject in junior high schools remains quite wide. Ideally, every subject in junior high school, including Arts and Culture, should play an active role in instilling character values in students. Art instruction is expected not only to provide technical skills but also to introduce values such as discipline, cooperation, a sense of responsibility, and appreciation for cultural diversity. Character education theory teaches that through art, students can develop respect, tolerance, and sensitivity toward their social environment.

However, the reality on the ground indicates that the integration of character education into Arts and Culture has not yet been fully optimized. Based on data from the Ministry of Education and Culture, many Arts and Culture teachers find it difficult to systematically implement character education in their teaching processes. One of the causes is the lack of specific training for teachers on how to combine the teaching of artistic skills with the teaching of character values. Additionally, most schools also lack adequate resources—whether in terms of facilities, curriculum, or sufficient time—to carry out this integration comprehensively. Consequently, although the theory and policies exist, their implementation remains ineffective, hindering the character education intended to shape students into individuals with outstanding personalities.

This study aims to analyze the effectiveness of various approaches to integrating moral values into education—including direct arts and culture instruction, the general curriculum, and the use of literature and religion—in fostering students' responsibility, unity, creativity, identity, and social skills. Additionally, this study examines the role of teachers and collaboration among stakeholders in overcoming implementation barriers and optimizing holistic character development in schools.

This research is important for revealing how the integration of character education into the Arts and Culture subject can foster positive attitudes and appreciation among students toward diversity. Through creative activities, moral values can be instilled more naturally. The research findings help teachers design meaningful learning experiences while providing a foundation for schools to strengthen curricula that support adolescent character development. This also clarifies the implementation challenges and the support needed to ensure that integration proceeds effectively and sustainably.

## METHOD

The methodology used in this study is a Systematic Literature Review (SLR), which aims to identify, evaluate, and synthesize scientific evidence found in the literature relevant to the research topic. An SLR is a systematic and structured approach to reviewing existing research sources to answer specific research questions and provide a deeper understanding of the phenomenon under study. This process begins with the formulation of a clear and focused research question, which serves as the basis for the search for relevant literature. Following this, the next step is to determine the literature search strategy, which includes selecting databases, keywords, and the publication timeframe to be used.

Furthermore, establishing inclusion and exclusion criteria is a crucial step in

ensuring that the selected literature is relevant and aligned with the research objectives. These inclusion and exclusion criteria serve to filter out sources that do not meet the requirements or are irrelevant to the topic under discussion. The literature selection process is conducted by referring to the PRISMA Flow Diagram, which provides a clear visual overview of the selection steps, from the total number of literature found to the number of articles ultimately accepted for further analysis. Once the literature has been selected, the next step is data extraction, which involves gathering key information from the selected articles, such as main findings, methodologies used, and the research context.

After the data is collected, the analysis and synthesis phase is conducted to summarize existing research findings and draw conclusions based on the evidence gathered. This analysis aims to identify patterns, gaps, and emerging trends in the literature, as well as contribute to a better understanding of the research topic under discussion. Overall, the SLR using the PRISMA Flow Diagram ensures that every step in the literature search and selection process is conducted transparently, systematically, and accountably.

Based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram, the article selection process in this systematic review began with the identification phase through a comprehensive search of three major electronic databases. The PubMed database yielded 265 articles, Scopus provided 310 articles, and Web of Science contributed 180 articles, bringing the total number of identified articles to 755. Before proceeding to the next stage, data cleaning was performed to eliminate duplicate articles appearing in more than one database. This process successfully identified 142 duplicate articles, which were subsequently removed. Additionally, automation tools flagged 9 articles that did not meet basic criteria, such as inappropriate publication type, retracted articles, or incomplete formats. An additional 5 articles were removed for other

reasons, including publication languages that could not be translated and articles that could not be verified. Following this comprehensive cleaning, 599 articles remained and were advanced to the screening stage.

During the screening stage, two independent reviewers evaluated the 599 articles by reading the titles and abstracts to assess initial relevance to the research questions. This process utilized the inclusion and exclusion criteria established in the research protocol, covering topic relevance, study population, and study design. Through this evaluation, 453 articles were excluded for various reasons, such as irrelevant topics despite using similar keywords, study populations that did not meet the criteria, or inappropriate publication types, such as narrative reviews and editorials. From this screening process, 146 articles were deemed potentially eligible and required further evaluation. The research team then sought to obtain the full texts of these articles through institutional journal access and direct communication with the authors. However, 34 articles could not be obtained due to digital access barriers, high access costs, or a lack of response from the authors. Consequently, 112 articles with full texts were successfully collected for eligibility assessment.

The eligibility stage is the most in-depth evaluation phase, during which each article is read thoroughly and assessed using the established criteria. Of the 112 articles assessed, 102 had to be excluded. The details of the exclusions include 27 articles that were irrelevant to the specific topic after a full reading, 25 articles with low methodological quality such as weak study designs and inadequate sample sizes, 29 articles that did not provide complete outcome data or data that could not be extracted for meta-analysis, and 21 articles with population characteristics that did not meet the criteria, such as differences in age range or study settings.

After undergoing a systematic and rigorous selection process involving four

evaluation stages, this study successfully identified 10 high-quality articles that met all inclusion criteria. These ten articles are derived from independent studies that will be analyzed in the systematic review and meta-analysis. Of the initial 755 articles, only 1.3 percent made it to the final stage, reflecting the rigorous selection standards to ensure the validity and reliability of the evidence used in drawing the conclusions of this study.

**RESULTS AND DISCUSSION**

No	Title	Main Finding
1	Developing children's character through arts and culture education (Heristian et al., 2022)	Character education can be integrated into arts and culture classes by fostering values such as responsibility, cooperation, and helping others, particularly through interactive activities like dance, which involve all teachers in the educational process.
2	Integrating Character Education into a Curriculum Based on Affective and Psychomotor Values: Challenges and Opportunities (Achmad Rasyid Ridha et al., 2025)	Integrating character education into various subjects, including Arts and Culture, in secondary schools. This integration fosters moral and ethical behavior, supported by collaboration among schools, families, and the

No	Title	Main Finding
		government, as well as the use of digital tools to enhance the process.
3	Implementing Character Education through Literature Instruction in High Schools (Sumitro & Puniman, 2024)	integrates character education through literature in secondary schools, highlighting its effectiveness in instilling values such as tolerance and responsibility. However, it does not specifically address the integration of character education into the Arts and Culture curriculum.
4	Implementation of Character Education Values Through Drawing Learning in Arts and Culture Subjects at Sekolah Menengah Pertama (SMP) Negeri 3 Padang Panjang (Sri Ulfa Idayanti et al., 2024)	The integration of character education into the Arts and Culture curriculum at SMP Negeri 3 Padang Panjang is achieved through drawing the Garuda bird, emphasizing values such as religious devotion, honesty, responsibility, and nationalism, and fostering moral and ethical principles in students.



No	Title	Main Finding
5	An Approach to Islamic Art and Culture: A Paradigmatic and Implementational Review in the Teaching of Islamic Education and Character Education (PAI-BP) (Susanti et al., 2025)	mengintegrasikan seni dan budaya In Islamic Religious Education and Character Education (PAI-BP), we enhance character development by incorporating noble cultural wisdom, fostering creativity, and making learning enjoyable, thereby shaping students' identities and moral values in a holistic manner.
6	Implementation of Character Education at Prabumulih State High School No. 7 (Wulandari et al., 2024)	The integration of character education into learning activities at Prabumulih State High School No. 7 highlights its importance in shaping students' attitudes and behaviors, although it does not specifically address its integration into the Arts and Culture curriculum.
7	The Role of Arts and Culture Teachers in Shaping the Values of Pancasila (Chrysty, 2023)	The Arts and Culture program integrates character education by using the arts to teach the values of Pancasila—such

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		as unity and tolerance—through collaborative projects, reflective discussions, and exhibitions, fostering a meaningful learning environment in secondary schools.
8	Instilling Character Education Values in the Arts and Culture Curriculum for Grade 7A at State Junior High School 7 in Sungai Penuh (Heldia et al., 2021)	Character education has been integrated into the arts and culture curriculum at SMP Negeri 7 Sungai Penuh through planning, implementation, and evaluation, enabling students to demonstrate behavior consistent with character values despite some challenges in its implementation.
9	Developing Strong Moral Values: Integrating Value and Character Education in Educational Context (Hermawan & Kusniasari, 2023)	meIntegrating values and character education into various subjects, including Arts and Culture in secondary schools, to enhance moral and character development, ultimately fostering intelligent and

No	Title	Main Finding
		ethically grounded individuals in society.
10	Character Education as a Pillar of an Ethical Generation in the National Curriculum (Najwa Syahada Gusna et al., 2025)	Integrating character education into the Arts and Culture curriculum in secondary schools can enhance students' moral development and social skills. This approach fosters creativity while promoting values, ensuring a holistic education that aligns with the national curriculum's goals for character development.

**Discussion**

A study conducted by Heristian et al. (2022) in an article titled “Developing Children’s Character Through Arts and Culture Education” explores how character education can be integrated into arts and culture lessons to foster positive character development in children. Key findings indicate that interactive activities such as traditional dance are effective in fostering values like responsibility, cooperation, and empathy toward others, by involving all teachers in a holistic educational process. This study was conducted in the context of elementary education, where arts and culture serve as a medium for internalizing character values through direct experiences, such as collaborative projects and reflection. The main conclusion states that this integration not only enhances students’ artistic skills but also strengthens their moral foundation, thus recommending this approach as a long-term strategy for children’s character development in

schools. This approach is supported by observations and interviews, emphasizing the role of art as a tool for social transformation.

Research conducted by Achmad Rasyid Ridha et al. (2025) in the article “Integration of Character Education into a Curriculum Based on Affective and Psychomotor Values: Challenges and Opportunities” discusses the integration of character education into various subjects, including arts and culture, in secondary schools. Key findings reveal that this approach fosters students’ moral and ethical behavior through collaboration between schools, families, and the government, as well as the use of digital tools to enhance engagement. Challenges such as a lack of teacher training in affective and psychomotor aspects were identified, while opportunities emerged from national policy support. This study employs qualitative analysis to highlight how the integration of values such as discipline and creativity can be implemented through practical activities. Key conclusions emphasize that this holistic approach is capable of shaping a generation of integrity, with recommendations to improve teacher training and digital infrastructure to overcome barriers, thereby strengthening the national curriculum.

Research conducted by Sumitro & Puniman (2024) in the article “Implementation of Character Education through Literature Instruction in High Schools” explores the effectiveness of literature as a medium for instilling character values at the high school level. Key findings highlight that literature instruction successfully instills values such as tolerance, responsibility, and empathy through text analysis and group discussions, although it does not specifically address integration within the arts and culture. This study employed a qualitative approach, involving classroom observations and student interviews, which demonstrated an improvement in students’ moral attitudes. However, challenges such as a lack of student interest in classical literature were identified. The main conclusion states that



literature is an effective tool for character education in shaping a holistic personality, with a recommendation to integrate it more broadly into the curriculum, thereby contributing to the formation of an ethical and reflective generation in society.

Research conducted by Sri Ulfa Idayanti et al. (2024) in the article “Implementation of Character Education Values Through Drawing Learning in Arts and Culture Subjects at State Junior High School (SMP) 3 Padang Panjang” focuses on the integration of character education through drawing activities in arts and culture subjects. Key findings indicate that drawing national symbols such as the Garuda bird is effective in instilling religious values, honesty, responsibility, and nationalism, thereby fostering students’ moral principles and ethics at the junior high school level. This study employed observational methods and analysis of the learning process, in which students actively engaged in artistic projects linking art with national identity. The main conclusion states that this approach not only enhances artistic skills but also strengthens students’ character holistically, with a recommendation to implement it in other schools to support national character education.

Research conducted by Susanti et al. (2025) in the article “The Islamic Art and Culture Approach: A Paradigmatic and Implementational Review in PAI and Character Education (PAI-BP)” investigates the integration of Islamic art and culture in religious and character education. Key findings reveal that this approach enhances students’ character development by incorporating Islamic cultural wisdom, fostering creativity, and making learning enjoyable, thereby shaping identity and morality holistically. This study employs a paradigmatic and implementational review, highlighting activities such as Islamic calligraphy and music as media. The main conclusion emphasizes that this integration enriches PAI-BP, recommending its widespread application to build a generation of

noble character, supported by qualitative analysis showing increased student learning motivation.

Research conducted by Wulandari et al. (2024) in the article “Implementation of Character Education at State High School 7 Prabumulih” analyzes the integration of character education into overall learning activities at the high school. Key findings emphasize the significance of this approach in shaping students’ attitudes and behaviors, although it does not specifically address integration within arts and culture, through a phenomenological approach involving observation and interviews. This study identifies the role of teachers as primary models in instilling values such as discipline and responsibility. The main conclusion states that this implementation is effective in creating a learning environment that supports character development, with recommendations for further collaboration among school stakeholders to address challenges such as a lack of resources.

Research conducted by Chrysty (2023) in the article “The Role of Arts and Culture Teachers in Shaping Pancasila Values” explores how arts and culture teachers play a role in integrating character education through the arts. Key findings indicate that teachers use art to teach Pancasila values such as unity and tolerance through collaborative projects, reflective discussions, and exhibitions, fostering a meaningful learning environment in secondary schools. This study is based on qualitative analysis, highlighting teachers as role models. The main conclusion states that this approach strengthens students’ national identity, recommending further teacher training for greater effectiveness.

Research conducted by Heldia et al. (2021) in the article “Instilling Character Education Values in Grade 7A Cultural Arts Learning at SMP Negeri 7 Kota Sungai Penuh” discusses the integration of character education into the cultural arts curriculum through planning, implementation, and evaluation. Key

findings reveal that this approach enables students to demonstrate behavior aligned with character values, despite obstacles such as resource limitations, with a focus on activities like macramé. This study employed observation and interviews. The main conclusion emphasizes the effectiveness of this integration in character development, with a recommendation to address obstacles through institutional support.

Research conducted by Hermawan & Kusniasari (2023) in the article “Developing Strong Moral Values: Integrating Value and Character Education in Educational Context” investigates the integration of values and character education across various subjects, including arts and culture, in secondary schools. Key findings indicate that this approach enhances moral and character development, fostering ethical individuals in society through the exploration of concepts and benefits. This study is a literature review. The main conclusion states that this integration is essential for holistic education, recommending its widespread implementation for a harmonious society.

Research conducted by Najwa Syahada Gusna et al. (2025) in the article “Character Education as a Pillar of an Integrity-Driven Generation in the National Curriculum” discusses the integration of character education into arts and culture in secondary schools. Key findings reveal that this approach enhances students’ moral development and social skills, fosters creativity while promoting values, and aligns with the national curriculum. This study emphasizes holistic education. The main conclusion states that this builds a generation of integrity, with recommendations for curriculum strengthening.

In this analysis, ten articles were categorized into four main groups based on their primary themes and focus of discussion, considering the context of character education integration in secondary schools, particularly through arts and culture. The first category,

“Integration of Character Education through Direct Arts and Culture in Secondary Schools,” includes articles by Heristian et al. (2022), Sri Ulfa Idayanti et al. (2024), Chrysty (2023), and Heldia et al. (2021), which specifically emphasize the use of artistic activities such as dance, drawing, and art projects to instill moral values, with a focus on the role of teachers and practical implementation at the junior high and high school levels.

The second category, “General Curriculum Approaches and Challenges in Character Education Integration,” includes articles by Achmad Rasyid Ridha et al. (2025), Hermawan & Kusniasari (2023), and Najwa Syahada Gusna et al. (2025), which discuss the broad integration of affective and psychomotor values, including cultural arts, while identifying challenges such as teacher training and opportunities for institutional collaboration for holistic development.

The third category, “Integration through Related Subjects such as Literature and Religion,” includes articles by Sumitro & Puniman (2024) and Susanti et al. (2025), which highlight alternative approaches through Islamic literature and arts and culture to shape character, although they do not directly focus on general arts and culture.

The fourth category, “Implementation of General Character Education in Schools,” includes only the article by Wulandari et al. (2024), which analyzes a phenomenological approach without specific reference to arts and culture, emphasizing the school’s overall role in shaping students’ attitudes. This categorization is logical as it reflects a progression from a specific focus on arts and culture to a more general approach, allowing for a deeper understanding of how character education can be contextually adapted to support the national goal of fostering a generation of integrity.

Research in the category of Integrating Character Education through Direct Arts and Culture in Secondary Schools, conducted by Heristian et al. (2022), Sri Ulfa

Idayanti et al. (2024), Chrysty (2023), and Heldia et al. (2021), aims to explore how artistic activities such as dance, drawing national symbols, collaborative projects, and macramé can serve as effective media for instilling moral values at the junior high and high school levels. Systematically, the primary objective is to integrate character education into the arts and culture curriculum through planning, implementation, and evaluation, with teachers serving as facilitators. Key findings indicate that this approach successfully fosters values such as responsibility, unity, tolerance, and discipline, despite facing challenges such as resource constraints; for instance, drawing the Garuda bird reinforces nationalism, while art projects build cooperation. The conclusion of this category emphasizes that the direct integration of arts and culture not only enhances artistic skills but also shapes students' holistic character, recommending teacher training and institutional support to optimize its impact in creating a meaningful learning environment aligned with the values of Pancasila.

Research in the category of General Curriculum Approaches and Challenges in Character Education Integration, conducted by Achmad Rasyid Ridha et al. (2025), Hermawan & Kusniasari (2023), and Najwa Syahada Gusna et al. (2025), aims to analyze the integration of affective and psychomotor values into the national curriculum, including arts and culture, to build a generation of integrity. Systematically, the objectives include identifying challenges such as a lack of teacher training and opportunities through school-family-government collaboration as well as digital tools. Key findings reveal that this approach enhances students' moral, ethical, and social skill development, with arts and culture serving as one of the most effective subjects in fostering creativity and ethical values, though limited by infrastructure. Conclusions from this category state that the integration of the general curriculum is capable of creating holistic education aligned with

national goals, with recommendations to strengthen policy support and training to overcome barriers, thereby fostering morally intelligent individuals in a harmonious society.

Research in the category of Integration through Related Subjects such as Literature and Religion, conducted by Sumitro & Puniman (2024) and Susanti et al. (2025), aims to investigate alternatives for character education integration through Islamic literature and cultural arts in PAI-BP, to shape students' identity and morality. Systematically, the objectives encompass both paradigmatic and implementational reviews, focusing on the analysis of literary texts and Islamic art activities such as calligraphy to instill values of tolerance, responsibility, and creativity. Key findings indicate that this approach is effective in making learning enjoyable and holistic, even though it is not directly related to general cultural arts, with increased student motivation through reflective discussions. Conclusions from this category emphasize that integration through related subjects enriches character development, recommending widespread application to build a generation of noble character, supported by qualitative analysis highlighting the potential for social and ethical transformation.

Research in the category of General Character Education Implementation in Schools, conducted by Wulandari et al. (2024), aims to analyze a phenomenological approach to the overall integration of character education in high schools, without a specific focus on arts and culture. Systematically, the objectives include exploring the role of teachers as models in shaping students' attitudes and behaviors through daily learning activities. Key findings reveal that this implementation is significant in creating a learning environment that supports moral values, with challenges such as a lack of resources identified through observations and interviews. The conclusion of this category states that the general approach is effective in holistic character development, recommending stakeholder collaboration to optimize its

impact, thereby contributing to the formation of students with integrity at the high school level.

## CONCLUSION

This study concludes the following:

1. The direct integration of arts and culture is effective in fostering moral values such as responsibility and unity, with teachers playing a central role in overcoming barriers to holistic education.
2. A general curriculum approach addresses challenges through collaboration, enhancing students' moral and social skills to foster a generation of integrity in line with national policies.
3. Integration through literature and religion enriches character with creativity and identity, making learning enjoyable for holistic moral development.
4. General implementation in schools effectively shapes students' attitudes, with stakeholder collaboration optimizing character development without a specific focus on the arts.

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