



Learning Leadership for Enhancing Student Achievement and Character in Elementary Schools

Asrin Asrin ^{*1}, Heri Hadi Saputra¹, Fahrurddin¹ and Mohammad Sobri¹

¹ Faculty of Teacher Training and Education, University of Mataram, Indonesia
asrinfkip@unram.ac.id

Abstract. Learning leadership is a crucial factor for teachers. Currently, the development of basic education is focused on achieving the Sustainable Development Goals (SDGs). Teacher quality and student achievement are key indicators of educational quality. The pedagogical competence of teachers is essential for shaping the achievement and character of elementary school students sustainably. This study found that the development of teachers' pedagogical competence to enhance students' achievement and character in Central Lombok Regency contributes to the attainment of these SDGs. The research employs a qualitative approach with a multi-case study design. Data were collected through participatory observation, in-depth interviews, and questionnaires. The data were then analysed through the stages of data collection, presentation, reduction, and conclusion drawing. The research findings are as follows: First, the development of teachers' pedagogical competence for strengthening students' achievement and character in Lombok, based on a sample of 60 teachers, includes: 1) school principals creating programs to improve pedagogical competence, 2) enhancing teacher competence development through teacher working group programs in school clusters, 3) implementing contextual learning models, 4) promoting academic supervision to improve the competence of elementary school teachers. Second, the assessment of teachers' pedagogical abilities in strengthening students' character and achievement motivation in Lombok shows an average pedagogical competence score of 76.66%, categorized as high. Meanwhile, the score for character strengthening averages 84.55%, and achievement motivation averages 80.36%, both categorized as high.

Keywords: Learning Leadership, Achievement Character, Sustainability Development Goals.

1 Introduction

One of the educational challenges facing Indonesia is the low quality of education, particularly at the primary level. The results of the 2018 PISA study reveal low literacy skills in mathematics and science, indicating the poor quality of elementary schools [1][2]. Strengthening students' achievement character is essential for improving education quality in line with the SDGs, and a key factor in this process is teachers' pedagogical competence, both inside and outside the classroom[3][4][5].

The quality of primary education in Indonesia remains lower compared to other Southeast Asian countries. Enhancing teacher quality through improved pedagogical competence, via education and training, is crucial. Increased teacher competence significantly impacts the effectiveness of learning and student achievement. Learning effectiveness is influenced by the quality of teachers, students, learning materials, and the school environment. In this context, teachers act as educators, motivators, and role models in schools. They aim to develop students' character, instilling a driven spirit and an achievement-oriented ethos. Therefore, teacher pedagogical competence, aligned with the SDGs, is a critical factor in shaping students' achievement character.

Teachers' pedagogical competence must adapt to current developments in knowledge, technology, and culture. Teachers design learning strategies that align with students' interests and talents, making learning both creative and enjoyable. Competence is defined as "the ability of a teacher to responsibly perform his or her duties appropriately" or "the ability of a teacher to demonstrate responsibility in carrying out their tasks accurately. explain that "an integrated view sees competence as a complex combination of knowledge, attitudes, skills, and values displayed in the context of task performance." Thus, competence is a combination of knowledge, attitudes, skills, and teaching values.

Teachers with pedagogical competence can conduct innovative, effective, creative, and enjoyable learning in schools. They also understand the intellectual and emotional characteristics of students, which helps in shaping their achievement character. Pedagogical competence refers to teachers' ability to understand students in the context of learning, their development, and the evaluation of learning outcomes. According to Megiati, the factors contributing to the low pedagogical competence of teachers in Indonesia include: (1) some teachers do not continuously develop their competence, (2) there are no national professional teacher standards to control teacher quality, (3) the quality and competence of teacher education graduates are still low, and (4) there is a lack of motivation among teachers to continuously improve their own quality [6].

These issues were observed in state elementary schools in Central Lombok, Cluster IX Praya, Central Lombok. The problems include the low quality of teachers' pedagogical competence, such as their ability to recognize students' personalities and use learning media effectively inside and outside the classroom. These areas require continuous improvement. Student achievement also remains low, as indicated by the Human Development Index (HDI) of Central Lombok in 2021, which was approximately 68.70, still below the national standard [7]. This reflects low student motivation, contributing to a lack of achievement-oriented character. Observations conducted in six state elementary schools during learning activities revealed low student motivation, evident from their lack of enthusiasm in completing homework and limited active participation during lessons. Teachers are making efforts to improve students' academic and non-academic achievement motivation in schools.

2 Methodology

The research approach is qualitative research with a multi-case study design. This type of research was chosen because it aims to obtain an in-depth understanding and interpretation related to the research focuses according to the data and settings found. The data taken in this study are related to the development of teacher pedagogical competence to strengthen the character and achievement motivation of students in Central Lombok Regency. The research location is in the state elementary school Cluster IX.

The selection of the research location at the State Elementary School Cluster IX Praya, Central Lombok, was based on several relevant and strategic reasons. First, Cluster IX is one of the groups of schools that have diverse student characteristics and socio-cultural backgrounds that reflect the conditions of the local community in Central Lombok. This provides an opportunity to study aspects of education contextually, especially related to the local wisdom-based approach. Second, schools in this cluster have shown a commitment to improving the quality of learning, such as the implementation of the Merdeka Curriculum, which is relevant to the focus of the research. Third, this location was chosen because of its accessibility and good partnership with the school, allowing the data collection process to run smoothly. Finally, the State Elementary School Cluster IX has experienced teachers who are responsive to educational innovation, thus providing the potential for research results that are useful for developing learning at the elementary school level.

Questionnaires, in-depth interviews, observations, and documentation were used to collect data for this study. In this study, qualitative descriptive data analysis was used to describe, summarize, and describe the setting and phenomena of reality to the surface as characteristics, characters, traits, and Then, using the Milles and Huberman model the steps for data analysis are as follows: collection, reduction, presentation/appearance, verification, and conclusion [8].

3 Finding And Discussion

Based on data collection and analysis, a model for developing teachers' pedagogical competence to strengthen student character and achievement motivation was identified in Central Lombok Regency. This model includes: 1) improving teacher competence through principal strategies; 2) enhancing teachers' pedagogical competence through teacher working groups; 3) implementing the Upgrading learning model; and 4) conducting academic supervision to improve the competence of elementary school teachers. For more detailed information regarding the model of pedagogical competence development for strengthening student character and achievement motivation in Central Lombok, see the following figure.

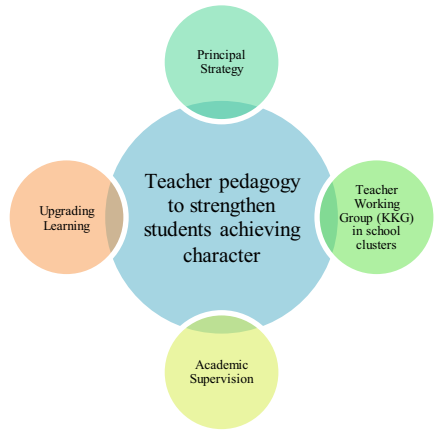


Fig. 1. Teacher Pedagogical Competence Development Model

Next, the levels of teacher pedagogical competence, character strengthening, and student achievement motivation are explained. Data were collected through questionnaires distributed to 50 teachers who participated in this study. The results were then presented in the form of a diagram, as shown in the following figure.

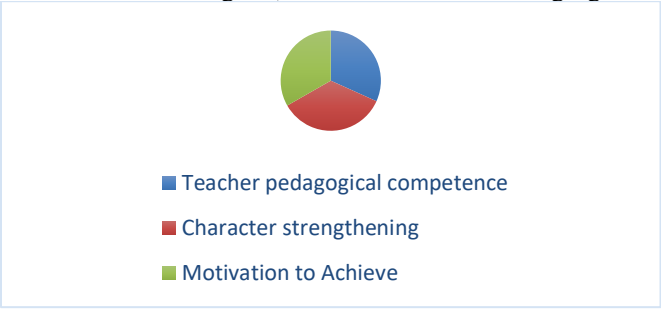


Fig. 2. Categories of Pedagogical Competence, Character Strengthening, and Achievement Motivation.

Based on the figure above, the total average score for teacher pedagogical competence is 76.66%, categorized as high. The total average score for character strengthening is 84.55%, and for achievement motivation, the total average score is 80.36%, both also categorized as high. This motivation is seen from the determination to continue to improve their abilities and provide the best results in their work. Overall, these three scores are in the high category, which means that teachers are considered to have good competence in the pedagogical aspect, character building, and achievement motivation.

3.1 Efforts to Develop Teachers' Pedagogical Competence in Central Lombok Regency.

The pedagogical competence of teachers for strengthening student character and achievement motivation is developed through the following:

Improving Teacher Competence through Principal Strategies:

The school principal plays a crucial role in enhancing teacher competence by: 1) organizing training and workshops on pedagogical competence related to character development and student achievement motivation; 2) applying democratic leadership models that encourage active participation from teachers and parents in competence development [9]. Mastery of this competence helps teachers improve their effectiveness in interacting with students, addressing personality issues during the learning process, and fostering dynamic interactions. This competence includes the ability to understand students' character, emotional, and intellectual aspects [10]. The principal also aims to enhance teachers' pedagogical skills by improving the quality of learning [11], which includes refining materials, methods, and learning media related to character development. Training that can enhance teachers' pedagogical competence includes: character development and student achievement motivation training; and public speaking training, which helps teachers improve their communication skills and thereby maximize the learning process in the classroom. Through such training, teachers are expected to enhance their pedagogical competence, leading to more effective learning and the strengthening of student achievement character [12].

Improving Teachers' Pedagogical Competence through Teacher Working Group (KKG) Training:

The KKG, part of School Cluster IX in Praya-Central Lombok, frequently conducts training and workshops to enhance teaching competence. The impact of the Teacher Working Group (KKG) program on teacher professionalism is significant. This is evident from the calculated t-value, which exceeds the t-table value, $2.529 > 1.686$ [13]. The study asserts that: (1) the KKG program is effective in improving teacher competence. This effectiveness is reflected in the types of programs implemented, the successful planning of activities, and their positive impact on improving teachers' competence in lesson planning and implementation [14].

Implementation of the Up Grading Learning Model:

The Upgrading learning model is used to enhance teaching quality, including strengthening character and achievement motivation among elementary school students. The Upgrading Learning model encourages active student engagement. Its implementation includes: 1) coaching and guidance, where the school principal provides objective coaching and guidance to improve the quality of classroom teaching through the Upgrading learning model by supervisors; and 2) development of learning

model concepts, which involves developing the Upgrading learning model to enhance the quality of teaching among teachers [15]; [16];[17].

Academic Supervision for Improving Teacher Competence at the Elementary School Level:

The implementation of academic supervision can help improve the quality of learning and teacher competence, particularly in character development and student achievement motivation. Studies indicate a significant correlation between academic supervision conducted by school principals and teacher performance. As academic supervision improves, teacher performance also increases [18]; [19]. Teachers demonstrate high levels of skill and motivation in utilizing learning media, especially after observing exemplary teachers during lesson study activities. The scope of academic supervision includes aspects such as lesson planning, selection of learning media and strategies, classroom management, student assessment, achievement of graduate competency standards, process and content standards, improvement of learning quality, and overall quality of instruction [20].

3.2 Teachers' Pedagogical Competence for Improving Student Character and Achievement.

Pedagogical competence is one of the essential skills that teachers must possess to facilitate effective learning. Essentially, pedagogical competence refers to a teacher's ability to understand students, the learning process, the curriculum, the development of students' potential, communication skills, and evaluation methods. This competence is highly specialized and serves as a key factor in the success of the learning process and student outcomes [21].

It is important to note that pedagogical competence cannot be acquired instantly but requires continuous and structured learning efforts. This process begins during a teacher's pre-service education and training and continues throughout their career. During this time, teachers enhance their competence, interest, and potential, as observed among teachers in Central Lombok.

Analysis from this study shows that the pedagogical competence of teachers in Central Lombok is categorized as "high." This is supported by research indicating that, overall, teachers' pedagogical competence in developing students' social attitudes can be classified as "good," with a percentage of 74.91% [22]. However, data from the 2017 teacher competency test show that elementary school teachers in Central Lombok ranked seventh out of ten districts, with a score of 50.54, below the provincial average of 50.63 and the national average of 54.33.

The findings emphasize the importance of pedagogical competence for teachers in the classroom, highlighting the need for solutions to address any gaps in teachers' skills. These solutions could include training, guidance, or supervision by school principals. Since the time spent learning in school is limited and differs from the time spent at home, it is crucial for schools and parents to collaborate in developing children's character and monitoring their progress [23]. Sijabat et al. also stress that elementary

school teachers must have the skills to create engaging learning environments to shape students' character and improve the quality of education in Indonesia [24]. Furthermore, studies show a positive, though weak, correlation between teachers' pedagogical competence and digital literacy skills [25]; [26]. Pedagogical competence also influences students' motivation to learn and character development [27].

This research finds that teachers significantly contribute to shaping the character of elementary students in Central Lombok. Strengthening character in elementary schools is crucial for several reasons:

- a. Foundation for Development: The elementary school years, known as the "golden age," are critical in a child's development, where they can absorb positive habits and experiences that shape their character for future phases.
- b. Maximizing Character Development: Elementary schools are responsible for fostering students' behaviour to its fullest potential. Character education helps children recognize, care about, and develop positive values.
- c. Supporting Potential Development: Character education helps children understand their potential and identity as God's creation and as social beings. Understanding themselves allows children to develop their potential better.
- d. Fundamental Capital: Character education provides children with the ability to make more informed decisions. With a strong character, children can better differentiate between right and wrong, making sound decisions in their daily lives [28].

Character education can be reinforced through three main approaches: school-based, school culture-based, and community-based approaches. The school-based character education approach at SDN 1 Kekere Paraya, Central Lombok, integrates the learning process with subject matter, whether thematic or integrated, along with the media and methods used [29]. The school culture-based approach involves promoting character values in everyday school life, modelling behaviour by adults in the educational environment, engaging the entire school ecosystem, utilizing co-curricular and extracurricular activities to develop students' potential, and strengthening school management while considering school norms, rules, and traditions. Community-based character education leverages the environment's potential as a learning resource, involving artists, cultural figures, community leaders, and parental participation [30]; [31].

Character education can also be implemented through contextual learning methods. Using contextual learning in elementary schools to strengthen character education can enhance students' knowledge and motivation to apply lessons in their daily lives. In a contextual approach, students learn to identify the differences between behaviours that have positive or negative impacts within the contexts of family, school, and society [32]. Additionally, character strengthening can be achieved through school culture. Research indicates that character education through school culture is implemented through habituation, modelling of school rules by students, creating school identity, improving literacy, and extracurricular activities [33]. Character education can also be internalized through literature-based films [34], and research suggests that teachers implement character education through habituation, integration, and imitation [35].

Planning for character education reinforcement involves several preparatory steps, including:

2. Curriculum socialization by the curriculum center and educational units to ensure that all educational units share a common understanding of character education concepts, foster commitment, and provide insight to other teachers;
3. Developing a character education curriculum where character values are integrated into the curriculum structure, learning tools, and subject matter;
4. Integrating character education into subjects by incorporating character elements into syllabi and lesson plans;
5. Including character education in local content;
6. Applying a self-development approach to activities such as scouting, religious practices, and daily student activities;
7. Providing character education support facilities and creating a character education culture.

3.3 Student Achievement Motivation at SDN 1 Kekere Cluster IX Lombok Tengah

The study reveals that students at SDN 1 Kekere show high levels of achievement motivation. Achievement motivation refers to the drive to grow and develop throughout the learning process. It encourages students to achieve high learning outcomes, and as a result, it influences their academic performance. When students are motivated internally to succeed, they work harder, achieve superior learning results, and avoid failure in the learning process, thereby increasing their confidence and learning activity to achieve better academic performance [36].

Achievement motivation affects student learning outcomes in several ways:

1. Improving learning quality: Students with high achievement motivation tend to have better learning quality.
2. Enhancing academic performance: Students with high achievement motivation tend to achieve better academic performance.
3. Developing self-ability: Students with high achievement motivation tend to maximize their self-ability.
4. Increasing confidence: Achievement motivation helps boost students' confidence in their learning abilities [37][38][39].

Achievement motivation also influences students' engagement in high-level learning activities. Students with high achievement motivation display enthusiasm when engaging in learning activities aimed at developing higher-order thinking skills. Conversely, students with lower achievement motivation may exhibit lower learning outcomes and avoid challenging tasks, leading to lower academic scores [40].

Students with high achievement motivation respond positively to classroom tasks, striving to achieve better learning outcomes and competing with their classmates to excel. Conversely, students with lower achievement motivation may not be as motivated to compete academically, resulting in suboptimal learning outcomes.

Achievement motivation can be developed through various methods, such as using comic media in learning [41], role-playing models [42], classroom meetings [43], or using adventure games like "Si Bolang" as thematic learning media [44].

An observation recorded in class revealed: *During classroom learning, both high and low-achieving students actively engaged in learning activities. The difference was evident in their level of involvement in learning interactions. High-achieving students showed enthusiasm in answering questions, participating in discussions, asking questions, and paying full attention to the lessons. Low-achieving students were also active in learning activities but tended to engage in less constructive behaviours, such as talking more with peers or disturbing others during the learning process. Thus, the presence of high-achieving students can raise awareness among other students to be more serious in their studies.*" (Observation at SDN 1 Kekere, Cluster IX, Central Lombok, 10/10/2023).

4 Conclusion

Based on the discussion, the conclusions of the study on developing teachers' pedagogical competence for strengthening students' character and achievement motivation in Central Lombok are as follows: 1) The enhancement of pedagogical competence to understand students' characteristics in moral, emotional, and intellectual aspects. 2) The implementation of the Upgrading learning model. 3) Academic supervision for improving primary school teachers' competence.

Secondly, the analysis of teacher pedagogical abilities, character development, and students' achievement motivation in Central Lombok shows that the overall average pedagogical competence score of teachers is 76.66%, categorized as high. Character development has an average score of 84.55%, while achievement motivation has an average score of 80.36%, also categorized as high.

"The school is always committed to improving the quality of teachers, the pedagogical competence in the teacher work group at the school, so that children have ... SDN 1 Kekere is a model school in Central Lombok, this school currently consists of 24 study groups. Each level consists of 4 study groups. I personally am currently teaching grade 6, effective since the 2019/2020 academic year, so I have been teaching grade 6 for 3 years now." (W.11.10.23)

The improvement of teachers' pedagogical competence in Central Lombok is achieved through pedagogical competence training for strengthening students' character and achievement motivation, implemented by teacher work groups, the application of the Upgrading learning model, and strengthened educational supervision by school principals. The quality of supervision services needs to be improved to help teachers enhance their pedagogical competence in character development and achievement motivation. School principals should improve their leadership qualities to better support teachers in enhancing their pedagogical competence. Teachers need to utilize technology in learning to boost students' learning motivation and improve teaching strategies to deliver more effective learning experiences that strengthen students' character and achievement motivation.

"On 04-09-2023 at 09 AM, I met Mr. Mursidin, a teacher at SDN 1 Kekere. Mr. Mursidi was teaching math in the classroom, and the learning atmosphere was very encouraging. Some students were assembling puzzle pictures, while others were joking with their friends in a classroom decorated with pictures as learning aids." (Observation, 04.09.2023)

References

1. R. Pakpahan, "Factors Affecting the Achievement of Indonesian Students' Mathematical Literacy in Pisa 2012," *J. Educator. and Culture.*, vol. 1, no. 3, pp. 331–348, 2017, doi: 10.24832/jpnk.v1i3.496.
2. F. Yusmar and R. E. Fadilah, "Analysis of Low Science Literacy of Indonesian Students: PISA Results and Causal Factors," *LENSA (Lentera Sains) J. Educator. IPA*, vol. 13, no. 1, pp. 11–19, 2023, doi: 10.24929/lensa.v13i1.283.
3. F.X Susanto, "Management of Strengthening Character Education in Realizing the Quality of Student Graduates in Cooperative Education Unit Schools," *al-Afkar, J. Islam. Stud.*, vol. 5, no. 4, pp. 315–322, 2022, doi: 10.31943/afkarjournal.v5i4.379.
4. H. E. Trisnantari, P. M. Mutohar, and S. R. Rindrayani, "Management of Improving the Quality of Education Based on National Character with the FDS (Full Day School) System," *J. Educator. Character*, no. 1, pp. 116–132, 2019, doi: 10.21831/jpk.v0i1.21947.
5. A. Akbar, "The Importance of Teacher Pedagogical Competence," *JPG J. Educator. Teacher*, vol. 2, no. 1, p. 23, 2021, doi: 10.32832/jpg.v2i1.4099.
6. Megiati, Y. E. (2018). The Influence of Learning Motivation and Students' Perception of Teachers' Pedagogical Competence on Sociology Learning Achievement. *Research and Development Journal of Education*, 2(2). <https://doi.org/10.30998/rdje.v2i2.1471>.
7. NUSA TENGGARA BARAT PROVINCE in Figures 2023.
8. Miles, M. & Huberman, Ml. (2014). *Qualitative Data Analysis; A Sourcebook of New Methods* (Translated by Tjetjep Rohendi Rohidi). Jakarta: UI-PRESS.
9. Jaya, S., & Halik, A. (2023). Strategies of Public Elementary School Principals in Improving the Pedagogical Competence of Islamic Religious Education Teachers. *Al-Musannif*, 5(1), 33–48.
10. Damayanti, Ahmad, & Wahidy, (2021). , & Wahidy, A. (2021). The Influence of Principal and School Committee Leadership on Teacher Performance. *Article*, 5(1), 1338– 1349.
11. Pratama, L. D., & Lestari, W. (2020). The Influence of Training on the Pedagogical Competence of Mathematics Teachers. *Jurnal Cendekia: Journal of Mathematics Education*, 4(1), 278–285. <https://doi.org/10.31004/cendekia.v4i1.207>
12. Ani Hastuti, T., Soegiyanto, Suherman, W. S., Rahayu, S., & Utami, N. S. (2022). Improving the pedagogic competence of physical education teachers. *Cakrawala Pendidikan*, 41(2), 377–387. <https://doi.org/10.21831/cp.v41i2.48231>
13. Hasmiati, Yunus, M., & Elpisah. (2022). The Influence of the Teacher Working Group (KKG) Program on the Professionalism of Elementary School Teachers in Mandai District, Maros Regency. *Journal of Education and Development*, x(2), 612. <https://doi.org/10.21831/cp.v39i1.24781>

14. Sukirman, S. (2020). Effectiveness of Teacher Working Groups (KKG) in Improving Teacher Competence. *Indonesian Journal of Education Management & ...*, 4(1), 1–8.
15. Hermansyah, A., & Jaelani, D. A. (2021). Improving the Professional Competence of Islamic Education Teachers Through Teacher Working Groups (KKG). *Ulumuddin*, 3(1), 25.
16. Purwo, P., & Hartutik, S. (2023). Improving the Quality of Teacher Teaching through Up Grading Learning Model Development. *PTK: Classroom Action Journal*, 3(2), 228–238. <https://doi.org/10.53624/ptk.v3i2.203>
17. Fasikha. (2019). Implementation of Up Grading Learning Model Conceptual Development as an Effort to Improve the Quality of Learning for Mentored Teachers in Bumijawa District, Tegal Regency, 2018/2019 Academic Year. *Dialectics FKIP*, 3(2), 266–276.
18. Nasri, N. (2020). Implementation of Upgrading Learning Model by the Principal to Improve the Teaching Quality of Teachers of SD N 001 Melayu Besar, Tanah Putih District... Serambi PTK, *VIII*(1). <http://www.ojs.serambimekkah.ac.id/serambi-ptk/article/view/1966%0Ahttp://www.ojs.serambimekkah.ac.id/serambi-ptk/article/download/1966/1574>
19. Hasanah, M. L., & Kristiawan, M. (2019). Academic Supervision and How Teachers Perform. *Tadbir: Journal of Educational Management Studies*, 3(2), 97. <https://doi.org/10.29240/jsmp.v3i2.1159>
20. Rasmita, D. (2019). Efforts to Improve Teacher Competence in the Implementation of the Learning Process Through Academic Supervision at Sd Negeri 017 Pasir Emas. *JOURNAL OF PAJAR (Education and Teaching)*, 3(3). <https://doi.org/10.33578/pjr.v3i3.7189>
21. Suchyadi, Y. (2022). Academic Supervision in Improving Elementary School Teacher Competence. *Journal of Educational Management*, 1(1), 067–071.
22. (Nind & Lewthwaite, 2018). Methods that teach: developing pedagogic research methods, developing pedagogy. *International Journal of Research & Method in Education* Volume 41, 2018 - Issue 4: Research Methods for Pedagogy.
23. Widyawati, I., Herianto, E., & Rispawati, R. (2019). Analysis of Teachers' Pedagogical Competence in Developing Stages of Social Attitude Assessment in PPKn Subjects in SMPNs Throughout Mataram City. *Journal of Social Education Diversity*, 6(2), 133–150. <https://doi.org/10.29303/juridiksiam.v6i2.97>
24. Fahrozy, F. P. N., & Muhtar, T. (2022). Study of Elementary School Teacher Pedagogical Education on Learning Activities in Schools. *Edukatif: Journal of Educational Sciences*, 4(3), 4839–4846. <https://doi.org/10.31004/edukatif.v4i3.2888>
25. [20] (Gosain & Rajendran, 2022).
26. Palettei, A. D., & Sulfemi, W. B. (2019). The Influence of Teacher Working Groups (KKG) on Improving Pedagogical Competence and Scientific Writing Ability. *JPDI (Journal of Indonesian Elementary Education)*, 4(2), 53. <https://doi.org/10.26737/jpdi.v4i2.1522>

27. Pratama, L. D., & Lestari, W. (2020). The Influence of Training on the Pedagogical Competence of Mathematics Teachers. *Cendekia Journal: Journal of Mathematics Education*, 4(1), 278–285. <https://doi.org/10.31004/cendekia.v4i1.207>
28. Krisnawati, K., Yulaeha, S., & Budiastara, K. (2022). The Influence of Teachers' Pedagogical and Professional Competence on Elementary School Students' Learning Motivation. *Basicedu Journal*, 6(1), 1116–1124. <https://doi.org/10.31004/basicedu.v6i1.2181413>–420.
29. Saptono, L., Soetjipto, B. E., Wahjoedi, & Wahyono, H. (2020). Role-playing model: Is it effective to improve students' accounting learning motivation and learning achievements? *Cakrawala Pendidikan*, 39(1), 133–143. <https://doi.org/10.21831/cp.v39i1.24781>
30. Hidayat, M., Rozak, R. W. A., Hakam, K. A., Kembara, M. D., & Parhan, M. (2022). Character education in Indonesia: How is it internalized and implemented in virtual learning? *Cakrawala Pendidikan*, 41(1), 186–198. <https://doi.org/10.21831/cp.v41i1.4592>
31. Fajri, N., & Mirsal, M. (2021). Implementation of Strengthening Character Education in Elementary School Education Units. *At-Tarbiyah Al-Mustamirrah: Journal of Islamic Education*, 2(1), 1. <https://doi.org/10.31958/atjpi.v2i1.3289>
32. Diana, R. R., Chirzin, M., Bashori, K., Suud, F. M., & Khairunnisa, N. Z. (2021). Parental engagement on children character education: The influences of positive parenting and agreeableness mediated by religiosity. *Cakrawala Pendidikan*, 40(2), 428–444. <https://doi.org/10.21831/cp.v40i2.39477>
33. Aminah, A. (2022). Millennial Leadership and Its Impact on Village Social Transformation (Structural Analysis of the Emergence of Millennial Leadership in Guwosari Village, Pajangan Sub-district, Bantul Regency) (Doctoral dissertation, College of Village Community Development STPMD "APMD").
34. Indarwati, E. (2020). Implementation of Strengthening Elementary School Students' Character Education Through School Culture. *Educational Management Media*, 3(2), 163. <https://doi.org/10.30738/mmp.v3i2.4438>
35. Na, D. E. C., & Hipertensiva, C. (2017). The Development Of Film-Based Literary Materials Which Support Character Education. *Cakrawala Pendidikan*, 3, 472–486.
36. Hidayat, M., Rozak, R. W. A., Hakam, K. A., Kembara, M. D., & Parhan, M. (2022). Character education in Indonesia: How is it internalized and implemented in virtual learning? *Cakrawala Pendidikan*, 41(1), 186–198. <https://doi.org/10.21831/cp.v41i1.4592>
37. Purwanto, E., & Sunawan. (2022). Focused classroom meeting model of teaching for enhancing students' achievement motivation. *Cakrawala Pendidikan*, 41(3), 719–730. <https://doi.org/10.21831/cp.v41i3.49238>
38. Fitri et al., . 2018. Human Resource Management in Organizations.
39. Bandung: Media Sains Indonesia.
40. Puspitorini, R., Prodjosantoso, A. K., Subali, B., & Jumadi, J. (2014).. The Use of Comic Media In Science Learning to Improve Motivation and Cognitive and Affective Learning Outcomes. *Jurnal Cakrawala Pendidikan*, 3(3). <https://doi.org/10.21831/Cp.V3i3.2385>.
41. Saptono, L., Soetjipto, B. E., Wahjoedi, & Wahyono, H. (2020). Role-playing model: Is it effective to improve students' accounting learning motivation and

- learning achievements? *Cakrawala Pendidikan*, 39(1), 133–143. <https://doi.org/10.21831/cp.v39i1.24781>
42. Purwanto, E., & Sunawan. (2022). Focused classroom meeting model of teaching for enhancing students' achievement motivation. *Cakrawala Pendidikan*, 41(3), 719–730. <https://doi.org/10.21831/cp.v41i3.49238>
43. Sunarti, & Wardani,. (2016). sebagai media pembelajaran tematik siswa kelas v sekolah dasar sunarti , selly rahmawati , dan setiawardani developing a game called “petualangan si bolang” as the thematics learning media to improve the fifth grade students ' motivation and learning AC. *Jurnal Cakrawala Pendidikan*, 5(1), 58–68.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

