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THE ROLE OF FACILITIES AND LEARNING RESOURCES IN SHAPING CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

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ABSTRACT :

Character education is an effort to shape students' personalities and morals from an early age through the development of moral values, discipline, responsibility, empathy, and cooperation. Elementary schools play a strategic role as a place to instill these values; however, its implementation is often hindered by limited facilities and adequate learning resources. Inadequate classroom conditions, limited learning tools, and non-contextual learning resources cause character education to remain theoretical rather than practical. This study aims to identify indicators of facilities and learning resources that influence character education in elementary schools. The research employs a literature study method with a qualitative approach. Data were obtained from relevant primary and secondary sources. Furthermore, the data analysis technique used in this study is content analysis. The results show that the success of character education in elementary schools is not solely determined by the curriculum or learning activities, but is significantly influenced by two key factors: school facilities and learning resources. School facilities serve as spaces for character practice, while learning resources provide students with experiences and opportunities to internalize character values through real, contextual, and meaningful learning processes.

Key words: *Facilities, Learning Resources, Character Education*

INTRODUCTION

Character education is an effort to support the development of children's inner and outer selves, guiding their natural dispositions toward a more humane and civilized life. For example, instructions given to children, such as sitting properly, avoiding shouting so as not to disturb others, maintaining personal hygiene, dressing neatly, respecting parents, caring for younger ones, honoring elders, helping friends, and so forth, constitute processes of character education. In this regard, Dewantara (1967) emphasized several principles that must be implemented in character education, namely *ngerti-ngroso-nglakoni* (awareness, comprehension, and practice). This aligns with a Sundanese proverb from West Java, stating that character education must reflect harmony between *tekad-ucap-lampah* (intention, speech, and action).¹

Fundamentally, the purpose of education is to shape an individual's character. The objectives of education are stated in Law Number 20 of 2003 on the National Education System, Article 3, which declares. "*National education functions to develop and shape the character and civilization of*

¹Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 1.

a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Based on this, character formation continues across all educational levels, from early childhood education (PAUD) to higher education. The teaching process differs across levels according to age and needs, but the ultimate goal remains the same: to cultivate good character and moral traits. Character development is one of the strategies to enhance national development, and it must always incorporate positive values.²

At the elementary school level, character education plays a strategic role in shaping students' personality, morality, and social competence from an early age. Elementary schools are not only places for knowledge transfer but also venues for instilling moral values, discipline, responsibility, empathy, and cooperation in daily student life. However, the implementation of character education still faces various challenges. Recent studies indicate that character education often does not run optimally due to limited school facilities and a lack of supportive learning resources that enable concrete value-building activities in students' daily routines. Inadequate classroom conditions, limited learning support infrastructure, and non-contextual learning resources cause character education to remain theoretical rather than integrated into the school culture.³

Research by Shintiya shows that school facilities directly contribute to the quality of learning interactions and student behavior development. Adequate facilities, such as comfortable classrooms, literacy areas, libraries, and a clean environment, have been proven to enhance students' motivation, discipline, and positive social interactions.⁴ Furthermore, research by Barrett et al. demonstrates that classroom layout, lighting, room color, and spatial flexibility significantly impact students' academic and behavioral development. These findings underscore that the physical environment is not merely supportive but an integral part of character internalization.

In addition to facilities, learning resources also determine the success of character education. Marini emphasizes that character education in elementary schools will succeed if learning resources are relevant to the students' context and consistently used throughout school activities.⁵ Therefore, learning resources include not only textbooks but also audiovisual media, habit-forming modules, literacy corners, and extracurricular activities that foster prosocial

²Erlinda Risa Nur Aulia1, Dinie Anggraeni Dewi, Pentingnya Pendidikan Karakter Pada Anak Sd Sebagai Bentuk Implementasi Pkn, *Edukasi Tematik: Jurnal Pendidikan Guru Sekolah Dasar*, Vol. 2, No. 1,(2021).

³ Heru Handoko, E. Kus Eddy Sartono, Heri Retnawati, The Implementation Of Character Education In Elementary School: The Strategy And Challenge, *Jurnal Ilmiah Sekolah Dasar*, vol. 7, No.4, (2023).

⁴ Shintya Trisna Wijaya Putri, Pengaruh Fasilitas Sekolah Terhadap Kualitas Pembelajaran Di Sekolah Dasar, *Jurnal Citra Magang Dan Persekolahan (Jcmp)*, Vol. 3, No. 2 (2025).

⁵Arita Marini, Implementation of Character Building at Elementary Schools: Cases of Indonesia, *Proceeding International Conference on University and Intellectual Culture*, Vol.1 No.1, (2018).

attitudes suitable for today's globalized era. However, in practice, many schools focus mainly on providing academic textbooks, while resources for strengthening character values remain limited.

From a school management perspective, facilities and learning resources are effective when accompanied by a value-oriented school culture. Yarid highlights that school management, including the leadership of principals, teachers' role modeling, and routine habituation, serves as a determining factor mediating the success of character education.⁶This means that facilities and learning resources have a functional relationship with school management: facilities provide spaces for practicing values, learning resources act as educational tools, and management ensures that value internalization becomes part of the school culture.

Based on the literature review, several research gaps are apparent. Most studies examine school facilities and learning resources separately, and few investigate their interrelationship within an integrated model. Therefore, this study aims to strengthen the literature on the relationship between educational infrastructure and character formation through a school management approach. Accordingly, the purpose of this research is to identify indicators of facilities and learning resources that influence character education in elementary schools. Through this study, it is hoped that schools will gain proper guidance for developing a conducive learning environment that supports sustainable character education.

Methods

This study employs a literature review method with a qualitative approach. The literature review method was chosen because the research focuses on the collection, analysis, and synthesis of various relevant scientific sources to address the research problem regarding the role of facilities and learning resources in the development of character education in elementary schools.

Where literature studies are a form of research conducted through searches by reading journals taken from Google Scholar. Through this approach, the researcher does not collect primary field data but examines previous studies as a basis for identifying patterns, relationships, and research gaps that have been scarcely explored.⁷The data in this study consist of primary and secondary sources.

In this literature study, the data sources used were research journals, a laptop for data compilation, Google Scholar and the Garuda Portal as online search engines for research journals, and the internet to support the search for research journals used in this literature study.

⁶ Hatta Yarid, Septiyati Purwandari, Building Character Education Based On School Culture In Elementary Schools: A Qualitative Study, *International Conference On Teaching And Learningproceedingfaculty Of Education And Teacher Training Universitas Terbukautcc*, Vol. 1, (2023)

⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2018), 6-7.

The literature search used accredited/indexed electronic sources such as Google Scholar and the Garuda Portal. The search process was conducted using keywords such as: *Facilities, Learning Resources, and Character Education*. The data obtained was then processed and summarized. The data collection methods used included library data collection, reading, recording, and processing of research materials.

The data analysis technique used is content analysis, carried out in three stages: (1) organizing, which involves classifying the literature based on three main themes: facilities, learning resources, and character education; (2) coding, which entails assigning codes to sections of the literature relevant to the research focus; and (3) interpreting, which involves interpreting the findings to draw conclusions.⁸

Result

The Essence of Character Education

Character education holds a higher meaning than moral education because it is not only concerned with right and wrong but also with instilling habits of goodness in life. This enables students to develop awareness, understanding, care, and commitment to practicing virtuous behavior in daily life. In this sense, character can be described as an individual's innate disposition to respond morally to situations, manifested through concrete actions such as behaving well, being honest, responsible, respectful, and upholding other noble character values. In the context of Islamic thought, character is closely related to faith (*iman*) and excellence (*ikhsan*). This aligns with Aristotle's assertion that character is closely associated with "habit" practices that are continuously implemented and internalized.⁹

According to Fakry Gaffar, as cited by Novan Ardi Wiyani, character education is a process of transforming life values so that they develop within an individual's personality and become integrated into one's life. This definition emphasizes three key points: transformation, development within personality, and integration into behavior.¹⁰

Nur Aunillah, in her book *Panduan Menerapkan Pendidikan Karakter di Sekolah*, states that character education is a system that instills character values in students. It includes components of knowledge, individual awareness, determination, willingness, and action to implement these

⁸Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2007), 103-112.

⁹Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 3.

¹⁰Novan Ardi Wiyani, *Membumikan Pendidikan Karakter di SD*, (Jogjakarta: Ar-Ruzz Media, 2013), 26

values, both toward God, oneself, others, the environment, and the nation, ultimately producing a well-rounded and virtuous human being (*insan kamil*).¹¹

Furthermore, according to al-Qurthubi, *al-akhluq*, or character education, refers to a person's inner conduct. Thus, the term "character" is closely related to an individual's personality; a person is considered to have character if their behavior aligns with religious and moral values.¹²

From these perspectives, it can be concluded that character education is an effort to instill and develop noble values in students, shaping personalities that exhibit virtuous behavior daily toward God, oneself, others, the environment, and society, while serving as role models for fellow citizens.

Fundamentally, the essence of education is to shape the character of a nation. This is determined by the spirit, motivation, values, and objectives of education. In summary, the essence of education capable of forming a civilized national character includes:¹³

1. Education as a means to apply principles of knowledge and technology for the holistic development of human beings.
2. Education as a process of human interaction, marked by balance between the sovereignty of students and the authority of educators.
3. Education as an effort to prepare students to face an increasingly changing environment.
4. Education as a means to improve the quality of individual and societal life.

The Research and Development Agency of the Indonesian Ministry of National Education (2011:7) states that the essence of character education is to develop students' potential to become kind-hearted, well-thinking, and morally upright individuals. This aligns with Thomas Lickona, a psychologist and proponent of the term "character education," who argues that character education always involves knowledge (cognitive), feeling (affective), and action (behavioral). He states: "*Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, doing the good habits of the mind, habits of the heart, and habits of action.*" Good character consists of knowing the good, loving or desiring the good, and acting on the good. Effective character development involves engaging all three aspects—cognitive, affective, and behavioral. Therefore, character education develops not only cognitive potential but also emotional and physical potential.¹⁴

¹¹ Nur Isna Aunillah, *Panduan Menerapkan Pendidikan Karakter Di Sekolah*, (Yogyakarta: Laksana, 2011), 18-19

¹² Abu 'Abdullah Muhammad bin Ahmad al-Qurthubi, *Al-Jāmi' li Ahkām al-Qur'ān* (Beirut: Dār al-Kutub al-'Ilmiyyah, 2005), juz 16, 243.

¹³ Nanda Ayu Setiawati, *Pendidikan Karakter Sebagai Pilar Pembentukan Karakter Bangsa, Prosiding Seminar Nasional Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan*, Vol. 1 No. 1 (2017).

¹⁴ Kurotul Aeni, *Pendidikan Karakter & Merdeka Belajar Konsep Dan Aplikasi*, (Yogyakarta: Eiga Media, 2021), 6.

To complement the above discussion, Megawangi, the pioneer of character education in Indonesia, has formulated nine pillars of noble character that should serve as a reference for character education, both inside and outside of school, as follows:¹⁵

1. Love for God and truth
2. Responsibility, discipline, and independence
3. Trustworthiness (*amanah*)
4. Respect and politeness
5. Compassion, care, and cooperation
6. Self-confidence, creativity, and perseverance
7. Justice and leadership
8. Kindness and humility

From an Islamic perspective, character education has theoretically existed since the advent of Islam, coinciding with the mission of Prophet Muhammad ﷺ to improve and perfect human morals (character). Islamic teachings encompass a systematic framework that emphasizes not only faith, worship, and social conduct (*mu'amalah*) but also ethics and morality. Practicing Islam holistically (*kaffah*) serves as a model of a Muslim's character and is exemplified in the character of Prophet Muhammad ﷺ, who embodied the traits of Truthfulness (*Shidiq*), Communication (*Tabligh*), Trustworthiness (*Amanah*), and Wisdom (*Fathonah*)—collectively referred to as STAF.¹⁶

The Role of Adequate Facilities

The school environment serves as a long-term learning space, allowing students to interact with teachers, principals, and their peers. Through these social interactions, students learn about rules, ethics, and norms that apply within the school. The implementation of character education is reflected in the school culture, for example, through the 5S program (smile, greet, salute, polite, and courteous). In addition, schools provide adequate facilities to support the implementation of character education¹⁷ and offer work-related equipment necessary for achieving efficient performance.¹⁸

Facilities are tools that help teachers, students, and other school members access or provide learning information simultaneously, without limitations of time or place. With the support of school facilities, students can learn more effectively and absorb lessons better. Facilities also constitute the infrastructure necessary to facilitate educational activities at school.

¹⁵Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 4.

¹⁶Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 5.

¹⁷ Sifaun Naziyah, Akhwani, Nafiah, Sri Hartatik, Implementasi Pendidikan Karakter Peduli Lingkungan di Sekolah Dasar, *Jurnal Basicedu*, Vol. 5, No. 5, (2021), 3486

¹⁸Febrina Evanandaibrahim Bafadal Ahmad Yusuf Sobri, Studi Kasus Implementasi Pendidikan Karakter Pada Sekolah Dolan, *Jamp: Jurnal Administrasi Dan Manajemen Pendidikan*, Vol. 1, No. 3, (2018), 257

Facilities include all equipment, materials, and furnishings directly used in the educational process, such as buildings, classrooms, learning media, desks, and chairs. School facilities, therefore, refer to the infrastructure used by all school stakeholders, including teachers, students, principals, and administrative staff. Their presence impacts the overall quality of the school and learning, not just for teachers and students.¹⁹

According to Djamarah in his book *Strategi Belajar Mengajar*, facilities are anything that makes it easier for students to learn. Adequate learning facilities support enjoyable teaching and learning processes, enabling students to achieve expected learning outcomes.²⁰ Similarly, Muhroji defines learning facilities as everything required in the teaching-learning process, whether movable or immovable, to ensure that educational objectives are achieved smoothly, orderly, effectively, and efficiently.²¹

Research by Amah and Nugroho shows that both school facilities and the social environment significantly affect the learning outcomes of eleventh and twelfth-grade students at MAN 1 Madiun. Absolute difference tests indicate that the social environment acts as a moderating variable, strengthening the influence of school facilities on students' learning outcomes.²²

Various literatures highlight that the availability of school facilities plays a crucial role in the success of character education. The school environment greatly influences the development of students' personalities. A school culture that instills positive values, such as honesty, responsibility, and cooperation, must be accompanied by leadership that provides clear guidance and exemplary behavior. Moreover, good infrastructure and adequate facilities create a safe and comfortable learning atmosphere while providing opportunities for students to apply character values through real activities. Thus, facilities and school culture directly contribute to the character-building process of students.²³

A pleasant learning climate encourages enthusiasm, activity, and creativity among students. Research in ecological psychology suggests that the arrangement and colors of physical environments affect mood; bright colors tend to evoke cheerfulness and optimism, whereas dull colors may produce the opposite effect.²⁴

¹⁹ Sholihatul Hamidah Daulay, dkk, Pengaruh Fasilitas Sekolah terhadap Kemampuan dan Motivasi Belajar Siswa, *Edukatif: Jurnal Ilmu Pendidikan*, Vol. 4, No. 3, (2022), 3732

²⁰ Djamarah, S. B., & Aswan, Z. *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2006).

²¹ Muhroji, *Manajemen Pendidikan*, (Surakarta: Fkip Ums, 2006).

²² Amah, N., & Nugroho, A. D, Pengaruh Fasilitas Sekolah Terhadap Hasil Belajar Akuntansi Dengan Lingkungan Sosial Sebagai Pemoderasi, *Journal Of Accounting And Business Education*, Vol. 2, No. 4, (2016).

²³ Audriene dkk, Pengaruh Lingkungan Sekolah Terhadap Pembentukan Karakter Peserta Didik, *Jurnal Pendidikan West Science*, Vol. 02, No. 03, (2024).

²⁴ Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 20.

A conducive environment can be developed through the following measures.²⁵

1. Providing options for students with different learning paces. Individualized options and services, particularly for slower learners, motivate students and make them more engaged in school.
2. Offering remedial learning for underachieving students. In a classical classroom system, some students struggle to follow the lessons optimally, requiring teachers to provide additional remedial instruction.
3. Developing an effective, engaging, comfortable, and safe classroom organization. This includes providing interesting and challenging learning materials and managing the classroom efficiently and effectively.
4. Fostering mutual respect and cooperation among students and between students and teachers or other learning facilitators. Every student should have the opportunity to express opinions without fear of sanctions or embarrassment.
5. Involving students in learning planning. Teachers should act as guides and human resources, occasionally engaging students in planning to encourage responsibility for their learning.
6. Promoting shared responsibility in the learning process between teachers and students, with teachers acting primarily as facilitators and learning resources.
7. Implementing self-evaluation-based assessment systems. Teachers, as facilitators, must guide students in assessing their own progress in the learning process.

Through such practices, a comfortable, safe, calm, and enjoyable learning climate (joyful teaching and learning) can be created, fostering students' enthusiasm and motivation, and enabling them to develop optimally.²⁶

Adequate Learning Resources

Learning resources are anything that can be utilized to support the learning process, enabling students to gain meaningful learning experiences.²⁷ Several experts have provided definitions of learning resources. Cece Wijaya and A. Thabrani Rusyah define learning resources as environments that can serve as sources of knowledge, whether human or material. Ahmad Rohani and Abu Ahmadi add that learning resources encompass anything that can be used in the teaching process, directly or indirectly, complementing students in the learning environment. Nana Sujana and Ahmad Rivai define learning resources as anything that helps an individual in the learning process. Edgar Dale offers a broader perspective, stating that experience itself is a learning resource, meaning that any experience students undergo can serve as a learning

²⁵*Ibid.*, 21

²⁶Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 22.

²⁷Hamdani, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2011), 72.

resource, as long as it contributes to the learning process. In this context, the concept of learning resources is very broad, as broad as life itself.²⁸

In the context of character education in elementary schools, learning resources are not only understood as textbooks or teaching media but also include the school environment, extracurricular activities, and social interactions between students and teachers. Adequate learning resources strengthen the internalization of character values through habituation, role modeling, and real experiences.

Learning resources include anything that can support learning activities, whether physical objects or individuals facilitating the learning process. There are two main categories of learning resources: resources for learning and resources as learning. This emphasizes that learning resources not only function as learning tools but also as places where learning itself occurs. Therefore, learning resources play a crucial role in achieving learning objectives optimally. Effective learning resources must support the teaching and learning process effectively. An ideal learning resource not only helps students understand the subject matter but also has educational and instructional value that can promote behavioral changes aligned with learning goals.²⁹

Several studies indicate that the use of diverse and integrated learning resources can significantly enhance students' character development. Research by Euis Rahmawati, Lukman Nulhakim, et al., found that the use of school-environment-based learning resources can foster environmental awareness and responsibility among elementary school students.³⁰ Additionally, adequate learning resources enable teachers to implement experiential learning, a highly effective strategy in character education.³¹

In developing learning resources, teachers should not only be able to create teaching aids and learning tools themselves but also proactively utilize the surrounding school environment as a more concrete source of learning. Utilizing the environment as a learning resource may involve rocks, soil, plants, natural conditions, markets, and the social, economic, and cultural aspects of community life. To support this, it is essential to continually enhance teachers' knowledge and encourage them to become creative and professional educators, particularly in providing and utilizing facilities and learning resources broadly, to optimally develop students' abilities. This effort should be a shared concern among school principals, school committees, and supervisors in a proportionate manner. Thus, the greater the variety and availability of learning resources in

²⁸ Handoko, Suryawan Bagus. Konsep Pengembangan Sumber Belajar, (Cirebon: Jurnal Pendidikan Dan Konseling, Vol. 4, No. 6, 2022), 112.

²⁹ Annisa Safitra, Dkk, Pengembangan Sumber Belajar, *Jurnal Pendidikan Kita*, Vol. 1, No. 1, (2024), 27-28

³⁰ Euis Rahmawati, Lukman Nulhakim, Dkk, Pemanfaatan Lingkungan Sekolah Adiwiyata Sebagai Sarana Penguatan Karakter Peduli Lingkungan, *Jurnal Ilmiah Pendidikan Citra Bakti*, Vol. 11, No. 1, (2024).

³¹ Hastanti Widy Nugroho, Experiential Learning Sebagai Upaya Penguatan Pendidikan Demokrasi Dan Pancasila, *Jurnal Filsafat*, Vol. 32, No. 2 (2022).

elementary schools, the higher the opportunity to develop students' character through real activities and constructive habituation.³²

Discussion

The Role of Facilities and Learning Resources in Influencing Character Education in Elementary Schools

The results of the literature review indicate that facilities and learning resources have a significant influence on the development of character education in elementary schools. Adequate school facilities not only support the academic learning process but also serve as crucial means for shaping students' behaviors and positive habits. A comfortable, clean, well-organized, and safe physical environment creates a conducive learning atmosphere, facilitating students in developing discipline, responsibility, and care. Facilities such as clean classrooms, libraries, literacy areas, prayer rooms, and green open spaces provide tangible media for students to practice character values in daily activities, such as maintaining cleanliness, caring for the environment, collaborating, and respecting rules.

This aligns with Thomas Lickona's character education theory, which emphasizes that character formation occurs through the integration of moral knowing, moral feeling, and moral action. School facilities provide spaces for these moral actions to take place, ensuring that character values move beyond conceptual understanding and are internalized through direct practice.

In addition to facilities, learning resources also play an essential role in the success of character education. Diverse learning resources, whether in the form of textbooks, audiovisual media, habit modules, extracurricular activities, or the surrounding school environment, serve as means to instill meaningful experiential learning. Learning resources that are relevant to students' needs promote character formation through real activities rather than mere verbal instructions. When students engage in learning activities that address cognitive, affective, and psychomotor domains, the process of character development occurs more effectively.

Several studies also confirm that environmentally-based learning resources can foster environmental awareness, cooperation, and responsibility. This demonstrates that effective learning resources are those that allow students to experience, observe, and participate directly in activities (learning by doing).

Essentially, the presence of facilities and learning resources does not merely function as technical learning tools but as strategic instruments that contextualize character values in real actions. Without adequate facilities and learning resources, character values remain abstract

³²Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), 24.

concepts that are difficult to actualize. In other words, facilities and learning resources serve as a bridge between theory and the practice of character.

Thus, the role of facilities and learning resources in character education is not only to support technical learning but also to act as strategic components that connect character values with tangible actions in daily school life.

Conclusion

This study concludes that the success of character education in elementary schools is not only determined by the curriculum or learning activities but is significantly influenced by two key factors: school facilities and learning resources.

1. School facilities serve as spaces for character practice. Adequate facilities create a safe, comfortable, and conducive learning environment, fostering students' discipline, sense of responsibility, care, and cooperation through repeated habituation in daily activities.
2. Learning resources provide students with experiences and opportunities to internalize character values through real, contextual, and meaningful learning processes. Diverse learning resources, whether from educational media or the surrounding environment, promote the development of moral values through direct experiences.

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