

# CHARACTER DEVELOPMENT OF HEALTH SCHOOL STUDENTS THROUGH INTEGRATED FOSTERED POST ACTIVITIES IN THE DEVELOPMENT MODEL OF LEADERSHIP INNOVATION

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## Abstract

Leaders are initiators, triggers and dynamics of an organization or group. So, the success of a group or organization depends on the ability of the leader to take advantage of the resources in it. Currently many are looking for leaders who not only demonstrate the standard of competence required by leaders. However, they prefer to follow leaders with character, integrity, existence, and judgment ability. This research aims to determine the development model of leadership innovation and character building for the students of Wira Yudha Sakti Nusantara Vocational High School, Lumajang Regency, East Java. The methods used are Enjoyfull Learning and Structural Equation Modeling (SEM). Based on the observation results at the research location with the Enjoyful Learning approach, it was found that schools that played a role in the process of forming and preparing for the implementation of integrated fostered post (posbindu) in non-communicable diseases (PTM) are students assisted by teachers/educators. Based on the results of the analysis using SEM, it can be concluded that there is a direct relationship between the variables of School Management and Leadership Innovation on the Character of Students and Adiwiyata School. There is an indirect relationship between Leadership Innovation at Adiwiyata School through intervening variable of Students Character. This shows that in making Adiwiyata School it is necessary to mold the character of students first.

**Keywords:** Leadership Innovation, Students Character, Enjoyfull Learning, and Structural Equation Modeling

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## 1. INTRODUCTION

Leaders with bad management skills may take a hands-off approach, or explore the complexities of supervising a project. Each of these styles tends to produce different results. In the school environment, the leadership style of the principal has been shown to have an impact on various types of school variables, including organizational health (Cemalolu, 2011) and teacher satisfaction (Mota, 2010).

Research by Kurland et al., (2010), Faizah et al.,(2020), Mahmudah et al., (2020), Kalkan et al.,(2020), Hanipah et al.,(2020) states that there is a relationship between innovation from school and the vision of leaders in school. Thus, the leadership style will be very influential with the emergence of the principal's vision. The commitment of the principal to make society a school with character, a place for moral and intellectual qualities (respect, kindness, disciplined, and honesty) is needed as a solution to character problems in education. Therefore, the leadership behavior of the principal is the key to the success of the school because the principal plays a role in

mobilizing, influencing, and encouraging the entire school community to achieve educational goals. Herman & Associates (2005), states that school is a typical non-profit organization, a particular challenge for organizational leadership must integrate mission, resources, and strategy. The choice of mission for an organization depends on the potential of sufficient resources to carry out the mission. If the organization does not have sufficient resources to carry out the mission and ethical values of the organization, it is likely to fail.

Schools as educational institutions that operate in a dynamic environment with rapid social changes must be able to bring positive changes in an era of increasingly uncontrollable globalization. So, at this time it is necessary to instill the character of students who are social, nationalist, and love the environment. Especially for Vocational High School that is the object of the research is a private school with a focus of learning in health. So that the character of environmental care needs to be instilled in students, which of course involves all elements of the school, especially the principal as a leader in the school to

be able to formulate innovative learning.

Character building in education is a program that has been socialized by the government since 2010. Every school in Indonesia is required to implement this program. Character building is not something that can be quickly achieved and accomplished, this means that character building is a long-term project that requires support from all parties to complete the expected goals. According to the Ministry of National Education (2010), there are at least 20 characters that must be developed in character building, namely religious, honest, responsible, healthy lifestyle, disciplined, hardworking, confident, entrepreneurial, legit, critical, creative, innovative, independent, curious, love to read, cooperative, obedient, respectful, polite, democratic, care for the environment, nationalist, and respect diversity.

The purpose of character building is to improve the quality of the implementation and outcomes of education in molding student character or moral balance. Character building consists of a sense of responsibility, justice, and concern that is integrated with various classroom activities at school (Adi, 2013). The development of student character in every educational environment means the efforts made by the institution in the context of building student character. A term that is synonymous with fostering is molding or development. With regard to educational institutions, it is now encouraging the formation of a school culture. One of the school cultures chosen is a virtuous character culture. From here, the term molding of moral values in school culture emerges (Kamaruddin, 2012).

School as one of the formal educational institutions has an important role in the development of knowledge, skills, and personality, including student character. School is the second educational institution after family where students spend most of their time. The important role of school indicates that education is not only to make students smart, but also have character. In other words, the inculcation of character values must be done early on. Furthermore, Zuchdi (2008) states that each components of school plays a different role. These components include the Principal, the Guards of School Culture and Character, Teachers, and Families. In addition, students as key component also has its own role, namely as beneficiaries that are expected to be able to shape and position itself to become human beings with noble and virtuous character.

## **II. THEORETICAL FRAMEWORK**

Leadership is a type of capacity where a person has the ability to influence or change the values, beliefs, behavior and attitudes of others (Ganta and Manukonda, 2014). A person with strong leadership skills will become a good example or role model for his employees, because a leader who is able to effectively achieve some good results or achievements, earns the trust and admiration of his employees, and accidentally changes their values, beliefs, behavior and attitudes, because mimicry is the sincerest form of flattery (Grint, 2007). This statement is also supported by Northouse (2009) which states that leaders with strong leadership have the ability to influence others to achieve organizational goals and objectives.

According to Jackson and Parry (2008), leadership is a process in which leaders use their skills and knowledge to lead and bring a group of employees in the desired direction that is relevant to the goals and objectives of their organization. In addition, leaders with strong

leadership abilities must also have certain characteristics, such as passion, consistency, belief and vision; because only leaders who have these characteristics can build trust in employees.

In the context of innovation, school become an effort to use existing skills and resources to develop new things, new ideas within the scope of interest to achieve school goals. So, in order to be able to innovate, leaders from schools must be creative. In conducting innovation, the leaders must possess creativity and be brave in implementing it, besides that, they must be able to explore and exploit positively. Exploration refers to smart and unusual thinking. In contrast to exploitation which refers to efficiency, goal-oriented, and routine implementation. So, a good leader must be able to combine the two things and know when to explore and when to exploit. So that innovation will be created that is positively correlated with organizational goals, in this case the school will be better in the future.

Character education is important for the growth of the whole human individual and must be done early on (Berkowitz, M., & Lindsay, 2020; Rahmawati, 2020; Purba et al., 2020; Gogo, 2020, Peterson, 2020). However, that does not mean that if it does not accommodate basic education for character building, educational institutions do not feel the need to do so. It is important for educational institutions not only to take notice to the academic competency needs of students, but also to develop their character so that their graduates are academically ready and have good character. The desire to build students character is poured into strategic planning and program design in a systematic and integrated manner (Kamaruddin, 2012).

Character is "a dependable inner tendency to respond to situations in a morally sound way (Gamez et al., 2020; Garcia et al., 2020; Critcher et al., 2020; Fernandhytia, F., & Muslichah, 2020)." Character has three interrelated parts: moral knowledge, moral feelings, and moral behavior (Lickona, 1991). A virtuous character (good character) includes knowledge of goodness, causes commitment (intention) of goodness, and ultimately does goodness. In other words, character refers to a set of knowledge (cognitive), attitude, motivation, behavior and skills. So that the character of universal human behavior values

which includes all human activities, whether in connection with God, with himself, with others, and with the environment, which manifests itself in thoughts, attitudes, feelings, words and actions based on religious norms, laws, manners, culture, and customs. From this comes the concept of character education. Furthermore, Hill (2005) states: "Character determines one's personal thoughts and actions. A good character is the inner motivation to do what is right, in accordance with the highest standards of behavior, in every situation". "Character education teaches how to think and behavioral habits that help individuals to live and work together as families, communities and nations and help them make accountable decisions. There are at least six types of characters as follows:

- a. Trust, a form of character that makes a person have integrity, honesty, and loyalty.
- b. Justice, form of character that makes a person has an open mind and is not fond of taking advantage of others.
- c. Caring, a form of character that makes a person care and concerns about others and the environmental social conditions.

- d. Respect, a form of character that makes a person always appreciate and respect others.
- e. Citizenship, a form of character that makes a person aware of laws and regulations and cares for the natural environment.
- f. Responsibility, a form of character that makes a person responsible, disciplined, and always doing things as best they can.

### III. RESEARCH METHODOLOGY

This research uses a combination of quantitative descriptive and qualitative descriptive. The use of quantitative descriptive in this research is in the form of measurement scale, namely the likert scale. The use of qualitative descriptive in this research is in the form of descriptions of respondents' opinions which are interpreted according to the questions in the questionnaire and interviews. According to Narbuko and Achmadi in Sari (2013) descriptive research is research that seeks to solve existing problems based on data, the descriptive approach also presents data, analyzes and interprets data. The distinctive feature of descriptive research is designing an approach that includes the type of data, determining the sample, determining the data collection method, and presenting a portrait of the state of a research object.

Based on these assessments, the location chosen as a respondent in this research is Wira Yudha Sakti Nusantara Vocational High School in Lumajang Regency, East Java. The location selection refers to the status of private schools that the surrounding community has little interest in. Based on the previous explanation, sampling must go through a representative procedure, which involves two important aspects, namely accuracy and precision. After the data from the questionnaire is collected, the next step is to analyze the data to interpret and draw conclusions from the collected raw data. The method of analysis in this study uses qualitative analysis which is useful for concluding the results obtained from quantitative analysis. Qualitative analysis is data analysis based on the results expressed in the form of descriptions. Qualitative data is data in the form of information, descriptions in prose, then linked to other data with quantitative analysis according to Hermawan Kertajaya (2004).

In this research, a flow chart model is used to find the right model in the development of student character. This model is one type of way of presenting data for qualitative research. According to Lofland et al., (2006), flow chart is very useful to assist in the initial conceptualization and planning process, but the advantage that can be presented by this model is that it can be used as an appropriate means of presenting conclusions from the analysis that has been carried out. The process of making a flow chart will bring up a variety of choices from several existing elements in order to become an exact unit (Bazeley, 2009). The flow chart model is considered a simple model but is able to describe the entire process that is taking place to achieve a goal.

The flowchart model has several components, including a terminator that serves as the start of the flowchart with the desired goal, a flow line to show the flow direction, model, Input and Output that are used to enter existing and processed information, results, data, and parameters, Decision that is related with statements comparison and data selection to be able to proceed to the next steps. In this model the input will be the results of an analysis of the form of leadership innovation and the progress of

character building in school using the Enjoyful Learning approach. The output of this model can be in the form of several models of leadership innovation and the molding of the proper character at Wira Yudha Sakti Nusantara Vocational High School in Lumajang Regency, East Java with the Enjoyful Learning approach, which later can encourage the school to get the title of Adiwiyata School.

Based on the explanation in the previous chapter, the relationship pattern between the variables to be studied is the causal relationship of one or more independent variables to one or more dependent variables, and the relationship (correlation) between independent variables. In this research, we wanted to examine the relationship between the four student character variables and the sustainability of the Adiwiyata School. So, the most appropriate model to accommodate this is the Structural Equation Modeling (SEM). Structural Equation Modeling (SEM) is a statistical technique that tests a series of relatively complex and simultaneous relationships. These relationships can be built between one or more dependent variables with one or more independent variables and can be a factor or a construction built from several indicator variables. These variables can be one or more variables that are directly observed or measured (Ferdinand, 2002).

### IV. DISCUSSION

#### **Leadership Innovation in Building Character with an Enjoyful Learning Approach**

Posbindu is a technology transfer communication forum and public health guidance services by and for the community that has strategic value in developing human resources from an early stage (Effendy, 2001). Posbindu is a form of integrated health services for the elderly at the village level in the working area of the public health center (puskesmas). Posbindu is a health service post for elderly people in a certain area that has been agreed upon, which is driven by the community where they can get health services. Integrated service post (posyandu) for the elderly is the development of government policies through health services for the elderly, which is organized through the Puskesmas program involving the participation of the elderly, families, community leaders and social organizations in its implementation. Posbindu is a place for integrated services intended for the elderly in a certain area where there are health services and activities to improve the health and welfare of the elderly, which in its implementation involve the role of the community and social organizations. Posbindu is the center of community activities in the efforts of health service, a manifestation of the participation of community in maintaining the improvement of their health status. So, it can be concluded from the above understanding that posbindu is a form of health service by the community, from the community, for the community and for the welfare of the elderly.

The benefit of Posbindu is that the knowledge of the elderly increases which becomes the basis for forming attitudes and can encourage their interest or motivation to always participate in the activity of integrated service post (posyandu) for elderly so that they are more confident in their old days. Posbindu is a form of proactive approach to support the improvement of the quality of life and independence of the elderly which prioritizes proactive and preventive aspects. Besides the curative and rehabilitative aspects, posbindu has the benefit of providing a zest for life for the elderly, providing relief for health care costs for families who cannot afford it, and

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providing guidance for the elderly in maintaining and improving their health, so that they remain healthy and independent. Integrated Fostered Post (POSBINDU) is an integrated monitoring and early detection of non-communicable diseases and risk factors and disturbances due to accidents and acts of violence in household managed by the community through integrated fostering. Posbindu in Non-Communicable Diseases (PTM) is the role of the community in conducting early detection and monitoring of main Non-Communicable Diseases risk factors which carried out in an integrated, routine and periodic manner. Non-Communicable Disease (PTM) risk factors include smoking, alcoholic beverages consumption, unhealthy diet, lack of physical activity, obesity, stress, hypertension, hyperglycemia, hypercholesterolemia and early follow-up on risk factors found through health counseling and immediately referring to basic health services facilities. Main Activities of Posbindu in PTM:

- a) Early detection of risk factors and monitoring
- b) Counseling and referral
- c) Joint activities (gymnastics, green walk, cycling etc.)

The types of activities of Posbindu in PTM include:

- a) Interviews to gather information about hereditary risk factors and behavior;
- b) Weighing and abdominal circumference measuring, as well as Body Mass Index, including body fat analysis;
- c) Blood pressure measurements;
- d) Blood sugar check;
- e) Blood fat measurements (total cholesterol and triglycerides);
- f) Simple pulmonary function examination (Peakflowmeter);
- g) IVA examination (Visual Asetat Inspection) by doctors and trained midwives at public health center (puskesmas);
- h) Counseling (diet, smoking, stress, physical activity, etc.) and group briefing including workshops;
- i) Sports/joint phisycal activities and other activities;
- j) Referral to the Puskesmas.

The main objective in the activities of Posbindu in PTM is to increase community participation in prevention and early discovery of PTM risk factors. Therefore, the target of Posbindu in PTM is quite broad, covering all people aged 15 years and over, whether those in good health, those at risk or those with PTM cases. One of the programs of Wira Yuda Sakti Nusantara Vocational High School, Lumajang Regency is forming Posbindu in schools, it is hoped that it will be active in monitoring the health of its school residents. In this activity, the targets of Posbindu this time are students of Wira Yuda Sakti Nusantara Vocational High School, Lumajang Regency and people around the school. In addition, there is a discussion regarding programs that are beneficial for the welfare of school residents and an agreement on the cooperation of inspection programs by the school Posbindu. Technically in turns each level each month. The establishment of Posbindu in PTM aims to provide counseling and as an effort so that the students of WYSN Vocational High School Lumajang are not at risk of contracting PTM. For students at risk, Posbindu in PTM aims to identify the PTM risk factors and as an effort to reduce the number and intensity of these risk factors so that it did not become PTM. Posbindu in PTM aims to control and maintain health optimally both with preventive efforts such as counseling and curative through the Posbindu in PTM referral system to the Puskesmas. It is hoped with the existence of Posbindu can subdue several diseases in the

community, especially the school environment. In addition, with the Enjoyful Learning approach, students are able to master the previously taught material to be practiced in the Based on the Enjoyfull Learning approach, it is also hoped that graduates from the school will be able to compete with other graduates.

### Confirmatory Factor Analysis

The loading factor resulting from confirmatory factor analysis can be used to determine which indicators have the strongest influence on latent variables. The indicator that produces the largest loading factor is determined as the indicator that has the most influence on the latent variable in question.

**Table 1.** Results of Confirmatory Factor Analysis of School Management Variables (X1) and Leadership Innovation (X2)

Indicator	Loading Factor	Indicator	Loading Factor
X1.1	<b>0.974</b>	X2.1	0.861
X1.2	0.821	X2.2	<b>0.889</b>
X1.3	0.760		
X1.4	0.972		
X1.5	0.823		

Source: Data Processed (2020)

Based on this table, it can be seen that X1.1 is the indicator that has the strongest influence on the School Management Variable (X1), namely the curriculum indicator, while the weakest indicator that affects the School Management Variable (X1) is the X2.3 indicator, namely the employee indicator. X1.2, the education management indicator is the strongest indicator that affects the Leadership Innovation Variable (X2) while the weakest indicator that affects the Leadership Innovation Variable (X2) is the X1.1 indicator, namely the managerial innovation indicator.

**Table 2.** Results of Confirmatory Factor Analysis of Student Character (Y1) and Adiwiyata School (Y2)

Indicator	Loading Factor	Indicator	Loading Factor
Y1.1	0.921	Y2.1	0.847
Y1.2	<b>0.980</b>	Y2.2	<b>0.926</b>
Y1.3	0.926		

Source: Data Processed (2020)

Based on the table, it can be seen that Y1.2 which is an indicator of habits and behavior is the strongest indicator that affects Student Character Variables (Y1) while the weakest indicator that affects Student Character Variables (Y1) is the Y1.1 indicator, which is a potential indicator. Y2.2 is the indicator with the strongest influence on the Adiwiyata School Variable (Y2), namely the environment-based curriculum indicator, while the weakest indicator that affects the Adiwiyata School Variable (Y2) is the Y2.1 indicator, namely the environmental policy indicator.

### Structural Equation Modelling (SEM)

The theoretical model in the research conceptual framework is said to be fit if it is supported by empirical data. The complete SEM analysis results can be seen in Attachment 3. To find out whether the hypothesis model is supported by empirical data or not, the goodness of fit overall model is tested. Some of the test results are presented in Table 3 below, while the output in the form



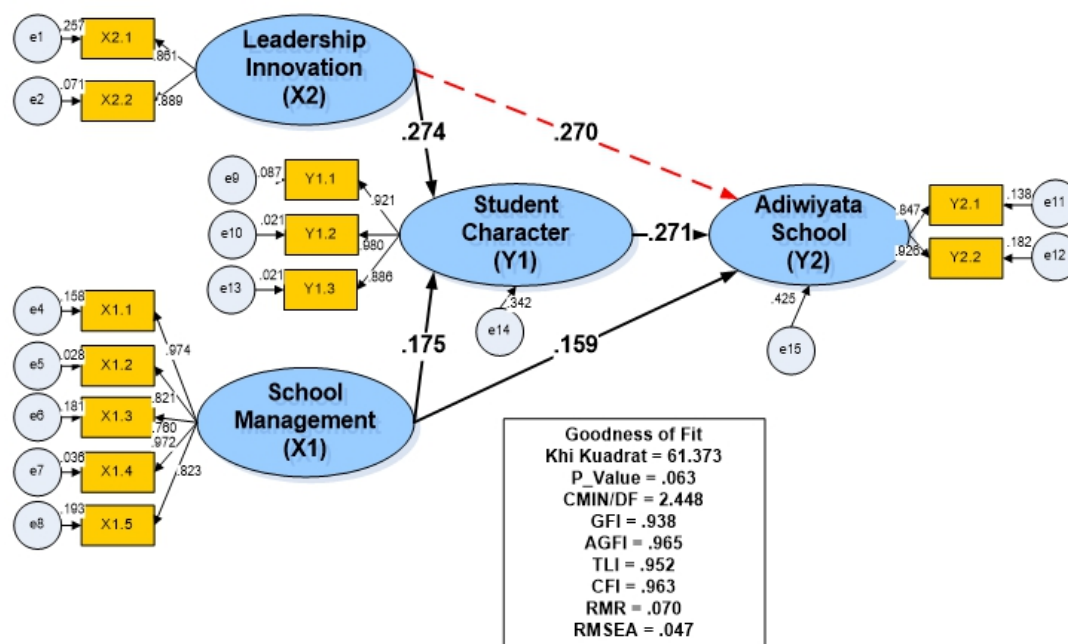
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of a path diagram can be seen in Figure 1.

**Table 3.** Goodness of Fit Overall Model Testing

Goodness of Fit index Y	Cut off Value	Analysis Results	Model Evaluation
$\chi^2$ - chi quare	< df with $\alpha = 0.05$	61.373	Good model
Sig.	$\geq 0.05$	0.063	Good model
RMSEA	$\leq 0.08$	0.047	Good model
RMR	< 0.10	0.070	Good model
GFI	$\geq 0.90$	0.938	Good model
AGFI	$\geq 0.90$	0.965	Good model
CMIN/ DF	$\leq 2.00$	2.448	Marginal model
TLI	$\geq 0.90$	0.952	Good model
CFI	$\geq 0.90$	0.963	Good model

Source: Data Processed (2020)



**Figure 1.** Path Analysis Results SEM Analysis

Indirect effect is the effect measured indirectly on one variable to another through intervening. The coefficient of indirect effect is obtained from the product of the two direct effects. If the two coefficients of the direct effect are significant, then the coefficient of the indirect effect is also significant. However, if one or both coefficients of the direct effect is not significant, then the coefficients of indirect effect is not significant.

## V. CONCLUSION

Based on the observation results at the research location with the Enjoyfull Learning approach, it was found that schools that played a role in the process of forming and preparing for the implementation of Posbindu in PTM are students assisted by teachers/educators. People who are members of Posbindu in PTM are benefitting because they can detect, prevent, control, and treat PTM so they want to come every month to Posbindu in PTM. Meanwhile, there are people in the community that are not aware of the Posbindu in PTM. However, after being given the socialization they admitted that they wanted to come to Posbindu in PTM. The role of the school in the formation process, preparation for implementation has nothing to do with the coverage of Posbindu in PTM, while in monitoring and evaluation the role of the school is related to the coverage of Posbindu in PTM. Integrated promotive, preventive and curative service models in an effort to

conduct early detection, prevent and control PTM by increasing the role of schools.

Based on the results of the analysis using SEM, it can be concluded that there is a direct relationship between the variables of School Management and Leadership Innovation on the Character of Students and Adiwiyata School. There is an indirect relationship between Leadership Innovation at Adiwiyata School through intervening variable of Students Character. This shows that in making Adiwiyata School it is necessary to mold the character of students first.

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