



Available online at JECE (Journal of Early Childhood Education)
Website: <http://journal.uinjkt.ac.id/index.php/jece>
Permalink/DOI: <http://dx.doi.org/10.15408/jece.v4i2.32541>
JECE, 4 (2), Desember 2022, 100-123

INTERNALIZATION OF THE VALUE OF KEMARSUDIRINIAN BROTHERHOOD WITH THE UNIVERSE: IN THE PROJECT OF STRENGTHENING PANCASILA STUDENT'S PROFILE

Nanik Tri Wiyanti*, Nita Priyanti
Universitas Panca Sakti Bekasi
Corresponding e-mail: * nanik020479@gmail.com

Abstract

Character values are an important basic thing in education to create a golden generation, this research is the teacher as a guide to internalize the values of the Marsudirinian brothers and sisters with the universe. Marsudirini provides services by instilling Christian values in a spirit of brotherhood which have vision and mission that lead children to become intelligent individuals wholly and in balance. This study aims to find out the project of strengthening the Profil Pelajar Pancasila. Pancasila Students exemplify a variety of traits and skills that should be attained and are founded on Pancasila's high ideals. This research uses descriptive qualitative methods, with data collection techniques in the form of questionnaires, interviews and documentation. The goal of the qualitative research approach is to gain a comprehensive overall picture of the subject being studied by using methods, steps, and procedures that involve more data and information from respondents as subjects who may express their own answers and feelings. In the internalization process it will focus on the dimensions of love for the universe and God's creation, with 10 questionnaire indicators as an assessment aspect of 30 children, an overall assessment aspect of 59% BSH (Developing According to Expectations) is obtained, this value is obtained based on the results of a teacher survey in seeing the influence of a child's independence to carry out activities according to the listed indicators. Supported by the results of interviews from the three informants, namely parents, principals, and homeroom teachers, the impact of positive changes on internalization is instilled in children and adds to the value of attitude and moral behavior.

Keywords: Kemarsudirinian Values, Profil Pelajar Pancasila, Love the Universe *will encounter*

Abstrak

Nilai karakter adalah hal dasar yang penting dalam pendidikan untuk menciptakan generasi emas, penelitian ini sebagai panduan guru untuk menginternalisasi nilai-nilai persaudaraan Marsudirinian dengan alam semesta. Marsudirini memberikan layanan dengan menanamkan nilai-nilai Kristen dalam semangat persaudaraan yang memiliki visi dan misi yang membimbing anak-anak menjadi individu cerdas secara utuh dan seimbang. Penelitian ini bertujuan untuk mengetahui proyek penguatan Profil Pelajar Pancasila. Pelajar Pancasila mencontohkan berbagai sifat dan keterampilan yang harus dicapai dan didasarkan pada cita-cita tinggi Pancasila. Penelitian ini menggunakan metode kualitatif deskriptif, dengan teknik pengumpulan data berupa kuesioner, wawancara dan dokumentasi. Tujuan pendekatan penelitian kualitatif adalah untuk mendapatkan gambaran menyeluruh secara komprehensif tentang subjek yang diteliti dengan menggunakan metode, langkah, dan prosedur yang melibatkan lebih banyak data dan informasi dari responden sebagai subjek yang dapat menyatakan jawaban dan perasaan mereka sendiri. Dalam proses internalisasi akan difokuskan pada dimensi cinta terhadap alam semesta dan ciptaan Tuhan, dengan 10 indikator kuesioner sebagai aspek penilaian dari 30 anak, diperoleh aspek penilaian keseluruhan 59% BSH (Berkembang Sesuai Harapan), nilai ini diperoleh berdasarkan hasil survei guru dalam melihat pengaruh kemandirian anak untuk melakukan kegiatan sesuai indikator yang tercantum. Didukung oleh hasil wawancara dari tiga informan, yaitu orang tua, kepala sekolah, dan wali kelas, dampak perubahan positif pada internalisasi yang ditanamkan pada anak-anak dan menambah nilai sikap dan perilaku moral.

Kata Kunci: Nilai Kemarsudirinian; Profil Pelajar Pancasila, Cinta Alam Semesta

Introduction

To create superior and competitive students in the modern era, positive character development in the field of education is very important. The development of social skills in interactions within the community and the realization of a golden generation of a nation can both benefit from character building in schools (Widiyono, 2022). Character is very important because education develops not only the intelligence of students but also their morals and character, giving importance to their lives both internally and externally. The teacher's personality plays a very important function in helping students internalize character values and apply them in everyday life in developing positive character qualities (Dwi Indah Cahyani et al., 2021).

One of them involves joint efforts to implement character education throughout the education system to achieve it as effectively as possible (Mustoip, 2018). According to (Muawwanah&Darmiyanti, 2022; Sudarsana&Arwani, 2018), Indonesia is currently experiencing a character crisis due to the fact that character development has not been carried out effectively through education.

Through various sectors, character education is intended to awaken national identity. Based on the reality of current social conditions and educational conditions, it is felt important to carry out character education through the internalization of character values, especially in Indonesia (Alifia et al., 2021; Kosim, 2018).

Discipline, thoroughness, reading culture, queuing culture, clean and healthy living culture, and culture of respect have almost completely disappeared. The ease with which people accept foreign products and culture without discrimination shows that pride in identity and cultural diversity is still minimal. Students are easily influenced by other cultures that enter Indonesia through technological innovation, as we see in the world of education (Diana et al., 2018; Nurizka & Rahim, 2020).

This is demonstrated by monitoring the cultural development of students who follow the progress of other civilizations without considering their own culture. This change places special emphasis on education, encouraging it to value our culture by embracing, understanding, and protecting its core principles (Mustoip, 2018; Wihyanti et al., 2018)

In relation to internalization, (Saputra, 2021) argues that internalization is an interaction that influences whether values are accepted or rejected, gives more influence to personality, and makes the evaluative function more dominant. There are five steps to the internalization process, namely: (1) receiving, (2) responding, (3) giving values, (4) organizing values, and, (5) characterizing values. When the internalization process reaches the fourth stage, value organizing, it actually achieves its goal. There is a development towards ownership of a certain value system that starts at this fourth level (Hendarina, 2021).

Different values are placed in a coordinated and consistent manner on this ladder. New subjects begin to establish hierarchical relationships between different values and organize themselves in such a way that they come together synchronously and coherently at the fifth stage of the value internalization process.

The internalization of students' values will take a personal form if educators can explain the hierarchical relationship and arrangement of these different values (Lajim, 2022; Nashihin, 2019; Wathano, 2021). Therefore, educational programs need to be transinternalized, which means that both students and teachers must live according to the principles of the program.

The next step in appreciating values is practicing them or manifesting them in daily actions (Sudarsana & Arwani, 2018). The internalization that the researcher did was in the marsudirinian education which is an education in the values of life taught by St. Francis of Assisi and sourced from the teachings of Jesus Christ which are used as character strengthening education in the Marsudirini environment. The marsudirinian values include loyalty, prayer, love of work, brotherhood, serenity, willingness to sacrifice, simplicity, purity of purpose, loyalty, love of nature and His creation, and many others (Sihombing & Pinem, 2021). Kemarsudirinian brothers are values that teach about a sense of togetherness, mutual respect, and respect among members of society in order to achieve common prosperity. The internalization of the values of the marsudirinian brothers can be done in several ways, including (Franciskus, 2016). First, deepening the understanding of the values of the marsudirinians, such as understanding well the values of the marsudirinians, is an important first step in internalizing these values. You can study the history and philosophy behind these values, as well as how these values are applied in everyday life. Second, practicing the values of the Brothers and Sisters in everyday life: Real action is the key to internalizing the values of the Brothers and Sisters. Try to practice these values in your daily life, such as by being more tolerant, respect differences, and help others when the opportunity arises. Third, discussing and sharing experiences with others such as discussions and sharing experiences with others can help you deepen your understanding of the value of brotherhood and sisterhood and provide inspiration in applying it in everyday life. Fourthly, set a good example for others, such as in fighting for the values of brotherhood and sisterhood, you can set a good example for others by practicing these values consistently and continuously. In this way, you can influence others to fight for the values of brotherhood and sisterhood. Fifth, take part in activities or programs that support the values of brotherhood and sisterhood: Finally, You can take part in activities or programs that support the values of brotherhood and sisterhood, such as social activities or social service programs. This can help you to further deepen your understanding and practice the values of brotherhood and

sisterhood directly. By internalizing the values of the marsudirinian brothers and sisters, you can become a better person and help build a better society.

The Kemarsudirinian brothers teach the values of togetherness, mutual respect and respect among members of the community in order to achieve common prosperity (Buaq & Lorensius, 2022; Putri & Sunarso, 2021). Meanwhile, the universe is a complex system consisting of various elements and entities, including humans as one part of the universe. In this context, the Kemarsudirinian brothers can be connected with the human relationship with the universe (Widjaja, 2018).

In the view of the Kemarsudirinian brothers, humans must establish a harmonious relationship with the universe. This means that humans must care for and maintain the universe, and maintain the balance of the ecosystem so that it can be sustainable. In addition, humans must also respect and value all living things in them, including plants, animals and the surrounding environment (Halim & Munthe, 2019; Marrus et al., 2020; Pranyoto, 2018)

In practicing the value of being brothers and sisters with the universe, humans must try to reduce the negative impact on the environment. According to (Nurhuda, 2018; Simbolon et al., 2022) an example of his exposure is by carrying out environmentally friendly practices, such as reducing plastic use, saving energy, and choosing environmentally friendly products. In addition, humans must also treat all living things well, not only humans, but also animals and plants.

By maintaining a harmonious relationship with the universe, humans can achieve better shared prosperity. Human welfare cannot be achieved without maintaining the balance of the universe, because humans are very dependent on the universe to meet their needs (Buaq & Lorensius, 2022; Hutama et al., 2019; Martini & Nengsih, 2020). Therefore, understanding and applying the value of being brothers and sisters with the universe is very important for maintaining the survival of humans and the sustainability of the universe.

In line with the earth where we live is currently experiencing many environmental disasters and is getting damaged day by day. The issue of global warming is one of the clear signs of an environmental disaster that we often hear about and we may even be experiencing right now. Extreme climate change is one example. The most terrible threat is natural disasters, not global warming. Natural disasters such as earthquakes, tsunamis, floods, landslides, and other events have occurred all over the world in recent years, especially in Indonesia. Every living thing on our planet is at risk from this natural disaster, and as a result many lives have been lost (Ariana, 2021; Rifai, 2018).

The issue of natural disasters never ends. Almost every year disaster strikes Indonesia's mother earth. Regarding the actual natural disaster, several rumors have surfaced. Some claim that this is an indication of the end of the world, while

others say that it is just a natural occurrence. It is important to note that although natural disasters are the result of natural events, they can also be caused by human activities (Sutanto et al., 2022).

According to (Supriatna, 2021) if we observe how individuals live, we will see that many of them live lives that are not environmentally friendly. As a result, the balance of the ecosystem is disrupted. Robert P. Borrong, in his book *New Earth Ethics*, also says: "environmental damage is triggered by human actions or behavior that are dominating and at the same time exploiting this nature". Environmental sustainability is influenced by humans. But, writer, often what people do is not balanced with consideration for the future or the welfare of the younger generation. Much of human progress has cost future generations as well as the environment's ability to sustain itself. In situations like this, it is necessary to pay attention to various parties, including government, private and individual organizations.

The confession of faith that everything in this universe is automatically, by virtue of its ontological state, one with and in Christ comes from the belief that everything in this universe was created in, by and for Christ (Hartati, 2019; Sutanto et al. , 2022). Man and nature are no different from one another because both are united with and in Christ. From an ontological perspective, Christ and nature are one. These two groups only differ in their functions and vocations in the universe. This confession is actually similar to the confession of faith related to the general priesthood of believers, which does not differentiate between clerical groups and non-clerical groups within the church. All of them have the same status as priests, only the function and calling are different. Colossians 1:

The phrase "by him all things were created" which uses the verb in the aorist form, is repeated in the phrase "all things were created by him and for him" which uses the verb in the perfect form to emphasize the continuing existence of these things (Lohse, 1971: 49). Through these statements Christ is acknowledged as what the Javanese call *Sangkan Paraning Dumadi* (the origin and purpose of all that exists). He is the Alpha and Omega, the Beginning and the End (Rev. 1:8; 21:6; 22:13). Everything, both man and nature, could not exist without Christ; and it is impossible to move towards the same goal if there is no Christ (Bani et al., 2019; Syarief, 2021).

(Fransiskus, 2016; Wulung, 2021) outlines his theological justification for the need to combat climate change and preserve the environment in his encyclical *Laudato Si*. He characterizes the ongoing damage caused by humans to the environment as "one small sign of the ethical, cultural and spiritual crisis of modernity". The solution, he argues, requires sacrifice and a worldwide "cultural revolution". Some key points from the encyclical "Laudato Si" (1) Science: Pope explained "a solid science census" shows that global warming is a real threat that will limit access to clean water, destroy agriculture, result in loss of animals and

plants, raise sea levels, and triggering flooding in major cities around the world. Climate change is largely caused by human activities. (2) Economy:

According to Pope Francis, rich countries owe developing countries an "ecological debt" because they use their natural resources to produce and use fuel in industrialized countries. He criticized claims that economic expansion alone could end world hunger and poverty and improve environmental conditions, calling these economic links a link to "a perverted structure". He calls this kind of thinking the "magic market concept." (4) Government Policy: Pope Francis said that government regulation is absolutely necessary to reduce global warming and that it is "important to design stronger, more efficient and organized international institutions" by taking advantage of the power to sanction those who violate regulations. "Global consensus is important to deal with more complex problems, which cannot be solved unilaterally by each country," said the Pope. However, he said regulations alone would not solve the problem. Instead, a view to changing ethics as a whole is absolutely necessary to prioritize the care of nature and people. (5) People: The Pope said any activity that has an impact on the environment must also "take into account the basic rights of the poor and those who are less well off." He said "unethical consumerism" had led to consumption levels that exacerbated environmental damage. He says rules alone will not solve the problem. Instead, a view to changing ethics as a whole is absolutely necessary to prioritize the care of nature and people. (5) People: The Pope said any activity that has an impact on the environment must also "take into account the basic rights of the poor and those who are less well off." He said "unethical consumerism" had led to consumption levels that exacerbated environmental damage. He says rules alone will not solve the problem. Instead, a view to changing ethics as a whole is absolutely necessary to prioritize the care of nature and people. (5) People: The Pope said any activity that has an impact on the environment must also "take into account the basic rights of the poor and those who are less well off." He said "unethical consumerism" had led to consumption levels that exacerbated environmental damage.

He called on everyone to form social networks with the aim of pressuring political leaders for change and helping those who have lost their homes or jobs due to climate change. He also urged people to change their lifestyle, including "using public transportation, or sharing a car ride, and planting trees and turning off lights that are not being used. (6) Faith: Pope Francis said the core of Catholic teaching is to emphasize concern for God's creatures and the poor. He urged humans to be morally responsible for caring for the environment as it is written in the book of Genesis 2:15 that we have a duty to "safeguard" and "care for" the Earth. The Pope prayed for the discussion on climate organized by the United Nations and wrote two prayers about environmental preservation.

The project to strengthen the profile of Pancasila students aims to increase students' understanding, appreciation, and practice of Pancasila values. This project can be carried out at various levels of education, from elementary to secondary education. Several steps that can be taken in this project include (Hidayah, 2021; Kurniawaty & Widayatmo, 2021; Pujiarto et al., 2022) (1) Increase understanding of Pancasila values: Students need to have a strong understanding of Pancasila values, such as Belief in the One and Only God, just and civilized humanity, Indonesian unity, democracy led by wisdom in deliberations/representations, and social justice for all Indonesian people. This understanding can be strengthened through classroom learning, extracurricular activities, and special training. (2) Encouraging the appreciation of Pancasila values: In addition to understanding, students also need to live deeply the values of Pancasila. This can be done through direct experience, such as social activities, visits to historical places related to Pancasila, and religious activities. (3) Increasing the practice of Pancasila values: Strengthening the profile of Pancasila students must also be accompanied by the practice of these values in everyday life. This can be done by integrating Pancasila values into school governance, extracurricular activities, and everyday life at home. (4) Involve family and community: Students do not only learn at school, but also learn from their surroundings. Therefore, projects to strengthen the profile of Pancasila students must actively involve families and communities, so that Pancasila values can be applied consistently and sustainably. (5) Building a Pancasila culture: Apart from encouraging the individual practice of Pancasila values, this project also aims to build a Pancasila culture within the school environment and the surrounding community. This can be done through the formation of Pancasila clubs, social activities, and the formation of communities that focus on Pancasila values.

The project to strengthen the profile of Pancasila students requires cooperation and collaboration between related parties, such as schools, families, communities and the government. By strengthening the profile of Pancasila students, it is hoped that students will become a generation that has high awareness and concern for Pancasila values, so that they are able to build a better and prosperous Indonesia. Projects to strengthen the profile of Pancasila students can be carried out in various ways, including (Istianah & Susanti, 2021; Kahfi, 2022) (1) Learning about Pancasila values: Schools can strengthen student profiles

Pancasila by providing learning about Pancasila values in a structured and continuous manner. In addition, schools can hold extracurricular activities related to Pancasila, such as religious activities, mutual cooperation, and so on. (2) Character formation: The formation of strong character is the key in strengthening the profile of Pancasila students. Schools can provide training and character development focused on Pancasila values, such as honesty, justice and solidarity. (3) Development of creativity: Students can be taught to develop their creativity

consistently and creatively in strengthening their Pancasila profile. Schools can hold creativity competitions related to Pancasila, such as making art, poetry, stories, or short films about Pancasila values. (4) Introduction of local culture: Local culture can be a source of wisdom and values that can be instilled in the profile of Pancasila students. Schools can hold learning activities and introduction to local culture, such as cultural arts, history and popular culture. (5) Collaboration with the community: Schools can work together with the community in increasing the profile of Pancasila students. By working together, schools can hold social activities and mutual cooperation activities that involve parents and the surrounding community. Schools can work together with the community in raising the profile of Pancasila students. By working together, schools can hold social activities and mutual cooperation activities that involve parents and the surrounding community. Schools can work together with the community in raising the profile of Pancasila students. By working together, schools can hold social activities and mutual cooperation activities that involve parents and the surrounding community.

Through these various methods, it is hoped that the profile of Pancasila students will be stronger and grow in a sustainable manner. Research conducted by the author using a qualitative survey method with observation techniques, interviews, and documents. With the aim of seeing the implementation of "Internalization of the Values of Kemarsudirinian Brotherhood and the Universe in the Project to Strengthen Profil Pelajar Pancasila in TK Marsudirini Bekasi"

Method

Qualitative research with a descriptive approach is a research method used to understand phenomena in a population or group by describing them in detail and systematically, so that researchers can gain an in-depth understanding of these phenomena.

Qualitative research with a descriptive approach is usually carried out using data collection techniques through observation, interviews, and documentation studies, and the data collected is analyzed using qualitative data analysis techniques, such as thematic analysis, narrative analysis, and descriptive analysis. The purpose of qualitative research with a descriptive approach is to produce a detailed, complete and accurate description or description of a phenomenon, so that it can contribute to knowledge and understanding of the phenomenon (Suardi, 2017).

The advantage of qualitative research with a descriptive approach is that it can provide a complete and detailed picture of the phenomenon being studied, so as to provide a deeper understanding. In addition, this method can also be used to obtain complex data, such as attitudes, perceptions, and subjective experiences. The weakness of this study is the lack of generalization of the research results

because the sample used is usually not too large and only focuses on one particular population or group, making it difficult to generalize research results for larger populations.

Marsudirini Kindergarten Bekasi is one of the early childhood education institutions located in Bekasi, West Java, Indonesia. This institution was founded by the Marsudirini Education Foundation and provides educational services for children aged 2-6 years.

As a kindergarten, Marsudirini Bekasi has a curriculum adapted to national education standards and equipped with innovative and creative learning methods. Apart from that, Marsudirini Bekasi also has a clear vision and mission in shaping the character of the children to become individuals who are of high quality and have good morals.

In providing educational services to children, Marsudirini Bekasi is also supported by teaching staff who are competent and experienced in the field of early childhood education. In addition, Marsudirini Bekasi also has complete and safe facilities for children, such as comfortable and clean classrooms, playing fields, as well as safe and quality equipment and toys

Results and Discussion

Internalization of the value of the marsudirinian brothers and sisters with the universe in the project to strengthen the profile of Pancasila students which was carried out at TK Marsudirini Bekasi. The internalization that the researcher carried out was lifted from the education of life values taught by St. Francis of Assisi which originates from the teachings of Jesus Christ which is used as a strengthening of the profile of Pancasila students. Of the 10 kemarsudirinian values that are used as indicator dimensions, they are as follows

Table 1. Indicators of the Dimensional Value of Kemarsudirinian

| INDICATOR | SUB INDICATOR | NO | STATEMENT |
|--------------------------------------|------------------------|----|---|
| The Dimension of Increase Simplicity | Philanthrope | 1 | Whatever you already have always feel enough |
| | | 2 | Don't be jealous of those around you when you get more fortune |
| | | 3 | Live life without exaggeration |
| | | 4 | Always have the intention to share with family, friends, or people who are in trouble |
| | Good at managing money | 5 | Selective and careful in distributing money |
| The Dimension of Pure Intentions | | 6 | Have a sense of sensitivity to the environment situation and surrounding conditions. |

| | | | |
|---------------------------------|-----------------------------------|----|---|
| | | 7 | Sees others as himself. |
| Faithful Dimension | Be diligent in worship | 8 | Carry out what is commanded or loved by God with complete submission and humility |
| | Dutiful to parents | 9 | Give kindness or service to both and obey his orders |
| | Love Family | 10 | As humans, we are obliged to love and care for each other like loving family. |
| | Keeping promises | 11 | Strive to fulfill all that has been promised to others in the future |
| The Dimension of Sincere Prayer | | 12 | We pray for things that are according to God's will (1 John 5:14b). No matter how hard we are going through, let's pray that God's will will happen in our lives. |
| | Don't beat around the bush | 13 | Don't beat around the bush (Matthew 6:7). Not that long prayers are not allowed, but once again what God sees is the heart. So the most important thing about the prayer is not the length of the prayer, the beauty of the words used, the language used, the systematics of the prayer. No, absolutely not! What God sees is the heart. |
| | Persevere and be united in prayer | 14 | Apart from private prayer, you can also pray together with a number of brothers and sisters. |
| | Born in the word | 15 | If we pray for everything and it is according to His will, rest assured that we have obtained it (Matthew 11:24). |
| | Stay in the word | 16 | We become people who are doers of God's word. To become doers of God's word, of course we need to know, understand, meditate on God's Word, and become doers of God's word. |
| | Pray all the time in the spirit | 17 | When we pray, not only with our soul, mind and spirit, but also involving the Holy Spirit. The Holy Spirit will guide us on what to pray for. |
| Love of work | On time | 18 | Have a commitment to carry out an activity or meeting according to a plan or schedule |
| | self-efficacy | 19 | Have confidence that you can complete work assignments well |
| | Responsible | 20 | Perform all work tasks and be ready to accept all risks for their own actions |

| | | | |
|--|----------------------|----|--|
| Brotherhood Dimensions | Live in harmony | 21 | Creating a good atmosphere, peace, love each other and not fight |
| The Dimension of Serenity | Heart enlightenment | 22 | Believing that faith in God the Father in heaven and peace of mind is being able to face the key to solving the problems you face. |
| The Dimension | Gratitude Value | 22 | Build respect for the help and services of others |
| The dimension of self-sacrifice | Not selfish | 23 | Avoiding a motivation to maintain and promote views that only benefit oneself |
| | Patient attitude | 24 | Can resist lust |
| | | 25 | Patience in the face of adversity and forgiving the mistakes of others |
| The Dimension of Love of the universe and God's creation | Keeping nature clean | 26 | Around you have created a healthy environment, free of dirt and garbage |
| | Love each other | 27 | Having a close emotional bond between one person and another, so they have a great sense of caring and helping each other |

The data collection technique used a questionnaire which was filled out by the Marsudirini Bekasi Kindergarten teacher. In filling out the questionnaire, the teacher will focus on assessing the child at the stage of development which can be seen in the achievement of indicators of internalization of the marsudirinian values by strengthening the Profil Pelajar Pancasila. Aspects of assessing child development will be seen in table 2, as follows;

Table 2. Aspects of Child Development Assessment

| Assessment Aspects | Information | Point |
|--------------------|---------------------|-------|
| BSB | Very Well Developed | 4 |
| BSH | Growing As Expected | 3 |
| MB | Start Growing | 2 |
| BB | Undeveloped | 1 |

Questionnaire

The statement and assessment questionnaire will focus on the Dimensions of Love for the universe and God's creation, which are described and used as a reference for children's assessments. The questionnaire will be filled in by the teacher with a sample of children who are assessed as totaling 30 students, along with a table of 3 statement indicators;

Table 3. Child Assessment Questionnaire Indicator

| No | Statement | Evaluation | | | |
|----|--|------------|-----|----|----|
| | | BSB | BSH | MB | BB |
| 1 | Children can show their enthusiasm in greening/gardening at school | | | | |
| 2 | Children know the importance of greenery at school | | | | |
| 3 | Children have a habit of disposing of trash in its place | | | | |
| 4 | Children can show the habit of turning off lights when they are not used anymore | | | | |
| 5 | Children can show the habit of turning off the faucet in the sink / toilet / bathroom after using it | | | | |
| 6 | Children always wash their hands before/after eating or other activities | | | | |
| 7 | Children can show their concern for classmates / at school | | | | |
| 8 | Children love to give things to those who need them more | | | | |
| 9 | Children know various natural disasters caused by human activities, and know how to prevent them | | | | |
| 10 | Children can exemplify the 3R (Reduce, Reuse, Recycle) | | | | |

In the results of a research survey conducted for 1 month at Marsudirini Kindergarten Bekasi, the results were obtained from a questionnaire that had been filled in by the teacher for 30 children of Marsudirini Kindergarten Bekasi. The following are the results of the internalization of the marsudirinian values in strengthening the Pancasila Student Profile.

In the results of a research survey conducted for 1 month at Marsudirini Kindergarten Bekasi, the results were obtained from a questionnaire that had been filled in by the teacher for 30 children of Marsudirini Kindergarten Bekasi. The following are the results of the internalization of the marsudirinian values in strengthening the prodil pelajar Pancasila

Table 4. Questionnaire Assessment Results

| Student Presence Number | Indicator Aspect | | | | | | | | | | Amount |
|-------------------------|------------------|---|---|---|---|---|---|---|---|----|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 34 |
| 2 | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 33 |
| 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 32 |
| 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 33 |
| 5 | 3 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 31 |
| 6 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 2 | 3 | 32 |
| 7 | 4 | 3 | 4 | 4 | 1 | 4 | 3 | 3 | 3 | 3 | 32 |
| 8 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 30 |
| 9 | 2 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 27 |
| 10 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 27 |
| 11 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 2 | 33 |

JECE (Journal of Early Childhood Education)

| | | | | | | | | | | | |
|--------|----|----|-----|----|----|----|----|----|----|----|-----|
| 12 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 31 |
| 13 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 30 |
| 14 | 3 | 2 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 34 |
| 15 | 3 | 2 | 1 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 29 |
| 16 | 3 | 2 | 3 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 32 |
| 17 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 1 | 25 |
| 18 | 2 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 29 |
| 19 | 4 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 30 |
| 20 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 33 |
| 21 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 34 |
| 22 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 32 |
| 23 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 33 |
| 24 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 32 |
| 25 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 33 |
| 26 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 3 | 2 | 2 | 30 |
| 27 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 32 |
| 28 | 3 | 3 | 4 | 3 | 3 | 4 | 2 | 3 | 4 | 3 | 32 |
| 29 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 2 | 33 |
| 30 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 32 |
| Amount | 96 | 93 | 100 | 93 | 93 | 92 | 96 | 94 | 97 | 86 | 940 |

Table 5. Percentage of questionnaire results

| No | Statement | Evaluation | | | |
|----|--|------------|--------|-------|-------|
| | | BSB(4) | BSh(3) | MB(2) | BB(1) |
| 1 | Children can show their enthusiasm in greening/gardening at school | 30% | 60% | 10% | 0% |
| 2 | Children can show affection for animals | 30% | 50% | 20% | 0% |
| 3 | Children have a habit of disposing of trash in its place | 43.3% | 50% | 3.3% | 3.3% |
| 4 | Children can show the habit of turning off lights when they are not used anymore | 26.6% | 60% | 10% | 3.3% |
| 5 | Children can show the habit of turning off the faucet in the sink / toilet / bathroom after using it | 30% | 53.3% | 13.3% | 3.3% |
| 6 | Children always wash their hands before/after eating or other activities | 20% | 66.6% | 13.3% | 0% |
| 7 | Children can show their concern for classmates / at school | 26.6% | 66.6% | 6.6% | 0% |
| 8 | Children love to give things to those who need them more | 20% | 73.3% | 6.6% | 0% |

| | | | | | |
|----|--|-------|-------|-------|------|
| 9 | Children know various natural disasters caused by human activities, and know how to prevent them | 33.3% | 56.6% | 10% | 0% |
| 10 | Children can exemplify the 3R (Reduce, Reuse, Recycle) | 16.6% | 56.6% | 23.3% | 3.3% |

In the results of table 4, in indicator 1 the statement "Children can show their enthusiasm in greening/gardening at school" BSB results (Very Good Development) were obtained with the results obtained by 9 children with a percentage of 30% which can be interpreted that children are happy with gardening/greening activities in the environment school independently, and they dare to invite their friends to help such as fertilizing plants or watering plants, the results of BSH (Developing According to Expectations) with the results obtained by 18 children with a percentage of 60%, this assessment is based on the results of children independently they can participate in gardening activities / greening in the school environment, the results of MB (Beginning to Develop) with the results obtained by 3 children with a percentage of 10%, this assessment is based on the results the children have started to understand the benefits of greening in schools, and BB results (Not Developed) with the results obtained by 0 children with a percentage of 0%.

Indicator 2 states "Children can show affection for animals" the results of BSB (Very Well Developed) were obtained with the results obtained by 9 children with a percentage of 30% of this assessment based on the results of children always loving animals such as stroking gently, daring to feed animals around the school and being able to invite friends to help feed/drink the animals, the results of BSH (Develop as Expected) with the results obtained by 15 children with a percentage of 50% of this assessment are based on the results of children who always love animals such as stroking gently, dare to feed animals around the school ,the results of MB (Beginning to Develop) with the results obtained by 6 children with a percentage of 20% This assessment is based on the results of some children trying to fight fear of animals around the school so the teacher needs to remind these children, and the results of BB (Not Developed) with the results obtained 0 children with a percentage of 0%.

Indicator 3 states "Children have a habit of disposing of trash in its place" BSB results (Very Good Development) are obtained with the results obtained by 13 children with a percentage of 43.3%, this assessment is based on the results of children who always dispose of trash in its place, and are aware of class cleanliness and always remind his friends to dispose of trash in its place, the results of BSH (Developing According to Expectations) with the results obtained by 15 children with a percentage of 50% this assessment is based on the results of children independently disposing of their trash without having to be reminded again, the results of MB (Beginning to Develop) with good results obtained 1 child

with a percentage of 3.3% this assessment is based on the results of children who often forget to throw garbage in its place and need to be reminded again to the teacher ,and the results of BB (Not Developed) with the results obtained by 1 child with a percentage of 3.3%.

Indicator 4 states "Children can show the habit of turning off the lights when they are not used anymore" BSB results (Very Good Development) are obtained with the results obtained by 8 children with a percentage of 26.6%, this assessment is based on the results of children who already understand the good impact of saving electricity and children can shows the habit of turning off the lights when they are not used anymore and children are happy to remind their friends to turn off the lights after not using them anymore, the results of BSH (Developing According to Expectations) with the results obtained by 18 children with a percentage of 60% this assessment is based on the results of children realizing the good impact from saving electricity and can show the habit of turning off the lights, MB results (Beginning to Develop) with results obtained by 3 children with a percentage of 10% This assessment is based on the results that children must still be reminded to turn off the lights after not using them anymore, and BB results (Not Yet Developed) with results obtained by 1 child with a percentage 3.3% of this assessment is based on the results of the child not being aware of the impact of wasting electricity, so children still need to be bombed and made an example of turning off lights that are no longer used.

Indicator 5 states "Children can show the habit of turning off the faucet in the sink/toilet/bathroom after using it" the results of BSB (Very Good Development) are obtained with the results obtained by 9 children with a percentage of 30%, this assessment is based on the results of children realizing the impact of saving water and always turning it off tap water after washing hands and happy to help friends who have difficulty turning off the water taps, the results of BSH (Developing According to Expectations) with the results obtained by 16 children with a percentage of 53.3% aware of the impact of wasting water, the results of MB (Starting to Develop) with the results obtained by 4 children with a percentage of 13.3% of this assessment is based on the results of the child being able to turn off the water tap on their own but the child does not really understand the impact of wasting water, and the results of BB (Undeveloped) with the results obtained by 1 child with a percentage of 3.3% This assessment is based on the results of the child needing guidance in turning off the tap water and need to be monitored in the use of water.

Indicator 6 states "Children always wash their hands before/after eating or other activities" the results of BSB (Very Good Development) are obtained with the results obtained by 6 children with a percentage of 20%, this assessment is based on the results of children always washing their hands before/after carrying out activities and can remind his friends, the results of BSH (Developing

According to Expectations) with the results obtained by 20 children with a percentage of 66.6% this assessment is based on the results of children always washing their hands before/after carrying out activities, the results of MB (Beginning to Develop) with the results obtained by 4 children with a percentage of 13.3% this assessment is based on the results of children who still need to be reminded to wash their hands before/after carrying out activities, and the results of BB (Undeveloped) with the results obtained by 0 children with a percentage of 0%.

Indicator 7 states "Children can show concern for their classmates/at school" BSB results (Very Good Development) are obtained with the results obtained by 8 children with a percentage of 26.6%, this assessment is based on the results of children who are happy to help friends who are in trouble and children who dare to invite friends others to carry out these positive activities, the results of BSH (Developing According to Expectations) with the results obtained by 20 children with a percentage of 66.6% This assessment is based on the results of children who are happy to help friends who are in trouble, the results of MB (Begin to Develop) with the results obtained by 2 children with the percentage of 6.6% of this assessment is based on the results of children who still need to be reminded to help friends who are in trouble, and the results of BB (Undeveloped) with the results obtained by 0 children with a percentage of 0%.

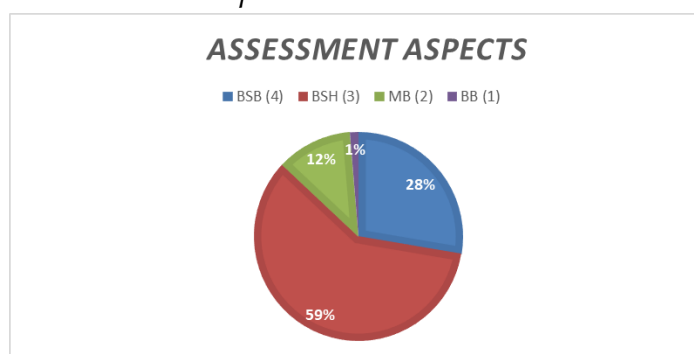
Indicator 8 states "Children like to give goods to those who need them more" BSB results (Very Well Developed) are obtained with the results obtained by 6 children with a percentage of 20% This assessment is based on the results of children who like to share food or goods (such as pencils, erasers) for shared / borrowed from friends and can invite friends to share, the results of BSH (Developing According to Expectations) with the results obtained by 22 children with a percentage of 73.3% this assessment is based on the results of children who like to share food or items (such as pencils, erasers) to share / borrow from friends, the results of MB (Begin to Develop) with the results obtained by 2 children with a percentage of 6.6% This assessment is based on the results of children who need to be reminded to share food or items (such as pencils, erasers) to be shared / borrowed from friends, and BB results (Not Developed) with the results obtained by 0 children with a percentage of 0%.

Indicator 9 states "Children know about various natural disasters caused by human activities, and know how to prevent them" BSB results (Very Good Development) are obtained with the results obtained by 10 children with a percentage of 33.3%, this assessment is based on the results of children who are aware of the impact of natural disasters due to their actions humans and always reminding friends not to take actions that result in natural disasters, the results of BSH (Developing According to Expectations) with the results obtained by 17 children with a percentage of 56.6% this assessment is based on the results of

children who are aware of the impact of natural disasters due to human activities, the results of MB (Starting to Develop) with the results obtained by 3 children with a percentage of 10% this assessment is based on the results of children who need to be reminded of the impact of natural disasters caused by human activities, and BB results (Not Developed) with the results obtained by 0 children with a percentage of 0%.

Indicator 10 statement "Children can exemplify 3R (Reduce, Reuse, Recycle)" obtained BSB results (Very Good Development) with the results obtained by 5 children with a percentage of 16.6% This assessment is based on the results of children who realize there will be a lot of waste in the surrounding environment, therefore children can exemplify 3R activities (Reduce, Reuse, Recycle) and can invite their friends to sort waste, the results of BSH (Develop According to Expectations) with the results obtained by 17 children with a percentage of 56.6% this assessment is based on the results of children who can exemplify 3R activities (Reduce, Reuse, Recycle), the results of MB (Begin to Develop) with the results obtained by 7 children with a percentage of 23.3% This assessment is based on the results of the children who need to be reminded to dispose of trash according to the color of the trash cans, and BB results (Not yet Developed) with the results obtained by 1 child with a percentage of 3.3%. This assessment is based on the results of children who do not understand 3R (Reduce, Reuse, Recycle) and still need guidance.

Diagram 1. Overall Assessment Aspects



In diagram 1 there is the overall result of the largest percentage in the BSH (Developing According to Expectations) assessment aspect with a result of 59% which can be interpreted as 59% of the sample of children being able to carry out the activities listed on the indicators independently and consistently without having to be exemplified by the teacher. The second largest percentage result is the BSB assessment aspect (Very Good Development) with a result of 28% which means 28% of the sample of children are able to carry out the activities listed on the indicator independently and have been able to help their friends who have not reached the ability according to the expected indicators. The third largest percentage result is the MB (Beginning to Develop) assessment aspect with a result of 12% which can be interpreted as 12% of the sample of children doing it

still has to be reminded or assisted by the teacher. And the lowest is in the BB (Not Developed) aspect with a result of 1% which can be interpreted as 1% of the sample of children doing it must be guided and exemplified by the teacher. From the interpretation of the results of all aspects of the indicators, it can be stated that all children are at the BSH (Developing According to Expectations) level. This assessment can be seen from the fact that the children are already able to carry out the activities listed on the indicators on the internalization of the value of being brothers and sisters with the universe in the project to strengthen the Profil Pelajar Pancasila.

Interview

In a survey conducted by researchers, researchers collected informant data in the form of interviews to strengthen the results of data previously obtained from questionnaires, interviews were conducted with the three relevant informants, namely parents, homeroom teachers, and accompanying teachers.

Parent

In the results of interviews obtained from the parents of 30 Marsudirini Kindergarten children in Bekasi, the results were found, most parents appreciated the development of the condition of children who like to water plants around the house, children at home always dispose of trash in its place, children have a habit of washing hands before eating and after eat, and remember to turn off the faucet that has been used again, and children are braver to sleep when the lights are turned off.

Headmaster

In the results of the interviews obtained from the school principal, there was a change from the internalization of the values of the marsudirinian brothers and sisters with the universe in the project to strengthen the Pancasila Student Profile. This change can be seen from the morale of the children towards the school environment, which is very prominent, namely how children can love animals around the school. Previously, children were more afraid of animals, and were often rude to animals, such as hitting or kicking, then from the internalization of the values of the marsudirinian brothers. with the universe in the project to strengthen the Profil Pelajar Pancasila in schools where children are aware of various natural disasters caused by humans, so many children do not engage in disgraceful behavior such as defecating, and they are more obedient in disposing of trash in its place.

Homeroom teacher

Based on the results of the interviews obtained from the homeroom teacher, the internalization of the values of the marsudirinian brothers and sisters with the universe in the Profil Pelajar Pancasila strengthening project had positive results in class, as initially many children did not want to share with their friends, they became children who like to share, such as giving food. to his friends, or even

helping/helping friends who are having difficulties, children's emotions become more orderly seen by children who speak well to friends or to teachers.

Picture. 1 *The child is practicing love for the environment.*



Conclusion

Based on the survey results of questionnaire data, interviews, and documentation obtained by the researcher, the researcher obtained the conclusions drawn from the study of the Internalization of the Values of Kemarsudirinian Brothers and the Universe in the Project to Strengthen Profil Pelajar Pancasila in TK Marsudirini Bekasi by using a descriptive qualitative research method as follows:

The results of this study showed that 59% of the sample of children studied was at the BSH (Developing According to Expectations) assessment aspect level. This result was obtained from the calculation of a total assessment of 30 children in 10 indicators of Internalization of the Value of Kemarsudirinian Brotherhood and Nature in the Project to Strengthen Pancasila Student Profiles in Kindergarten Marsudirini, it can be concluded that the impact of the research results is that children get a positive influence independently and consistently without having to be exemplified by the teacher.

The level of the BB assessment aspect (Not Developed) is the lowest aspect of the assessment, namely 1%, the assessment found that there are 4 indicators for 4 children who carry out these activities must always be guided and need to be exemplified by the teacher.

Through the results of research interview data Internalization of the Value of Kemarsudirinian Brotherhood with the Universe in the Project to Strengthen Pancasila Student Profiles at Marsudirini Kindergarten, it has a positive impact not only in the school environment but as for many impacts at home, apart from children being able to practice behavior and remind those around them about the value of marsudirinianism with the universe In the project to strengthen the profile of Pancasila students, the results of internationalization also have a significant moral impact on children's behavior in everyday life.

References

- Alifia, H. N., Salma, D., Arifin, M. H.(2021). Internalisasi Keberagaman Budaya dengan Pendidikan Karakter di Sekolah Dasar. *Jurnal Gentala* <https://online-journal.unja.ac.id/gentala/article/view/15610>
- Ariana, Y. K. A. (2021) berbasis multikultural (msbm), partisipasi masyarakat dan iklim sekolah dengan karakter guru, karakter siswa dan prestasi siswa pada sekolah katolik di propinsi bali repository.um.ac.id. <http://repository.um.ac.id/id/eprint/161955>
- Arianto, A., Firmanto, A. D., & Aluwesia, N. W. (2021). Tindakan Ekologis Gereja Katolik Di Indonesia dari Perspektif Moral Lingkungan Hidup William Chang. *Forum*. <http://ejournal.stftws.ac.id/index.php/forum/article/view/382>
- Bani, B., Jelahu, T. T., & Hamu, F. J. (2019). Pendidikan Ekologi Bagi Umat Di Stasi Santa Ana Maria Simpang Naneng Paroki Santo Petrus Dan Paulus Ampah. *Sepakat: Jurnal Pastoral Kateketik*. <https://ejurnal.stipas.ac.id/index.php/Sepakat/article/view/9>

- Buaq, D., & Lorensius, L. (2022). Internalization of Pancasila Values in Catholic Schools: Efforts to Strengthen National Commitment. *Educationist: Journal of Educational* <https://jurnal.litnuspublisher.com/index.php/jecs/article/view/5>
- Diana, H. N., Ariyanto, J., Dwiastuti, S (2018). Penerapan Model Pembelajaran SETS (Science Environment Technology And Society) untuk Meningkatkan Internalisasi Karakter Siswa Kelas XI Ipa 2 Biologi: *Kajian Biologi* <https://ejournal.unsri.ac.id/index.php/fpb/article/view/7052>
- Dwi Indah Cahyani, F. U., Muna, M. F., Fadhilah, S., Wachidah, E. U., & Hanik, J. (2021). Peran Lembaga Pendidikan dalam Membentuk Karakter Peserta Didik Era 4.0 di Sekolah Indonesia Kuala Lumpur. *Journal of Educational Integration and Development*, 1(3), 2021.
- Fransiskus, P. (2016). Ensiklik Paus Fransiskus Laudato Si'. In *Seri-Dokumen-Gerejawi No-98-LAUDATO-SI-1*. <http://www.dokpenkwi.org/wp-content/uploads/2017/08/Seri-Dokumen-Gerejawi-No-98-LAUDATO-SI-1.pdf>
- Halim, D., & Munthe, A. P. (2019). Dampak Pengembangan buku cerita bergambar untuk anak usia dini. *Scholaria* <https://ejournal.uksw.edu/scholaria/article/view/2606>
- Hartati, N.I.M. (2019). Ekologi Dalam Perspektif Agama Kristen. *eprints.radenfatah.ac.id*. <http://eprints.radenfatah.ac.id/4019/>
- Hendarina, H. (2021). Internalisasi Nilai-Nilai Pendidikan Karakter untuk Kedisiplinan Peserta Didik. *Manhajuna* <https://ejournal.staisyamsululum.ac.id/index.php/manhajuna/article/view/136>
- Hidayah, Y. (2021). Strengthening the development of Qur'anic schools and student profiles about Pancasila during the pandemic. *Journal of Community Service and Empowerment*. <https://ejournal.umm.ac.id/index.php/jcse/article/view/15712>
- Hutama, F. S., Anhar, H. A (2019). Muatan Nilai-Nilai Pendidikan Karakter dalam Teks Bacaan Pada Buku Siswa Kelas IV Tema Indahnya Kebersamaan. *Educare* <https://jie.iain-jember.ac.id/index.php/jie/article/view/8>
- Istianah, A., & Susanti, R. P. (2021). Pendidikan pancasila sebagai upaya membentuk karakter pelajar pancasila. *Jurnal Gatranusantara*. <http://publikasi.undana.ac.id/index.php/JG/article/view/g871>
- Kahfi, A. (2022). Implementasi profil pelajar Pancasila dan Implikasinya terhadap karakter siswa di sekolah. *Dirasah* <https://stai-binamadani.ejournal.id/jurdir/article/view/402>
- Kosim, A. (2018). Internalisasi Pendidikan Karakter Berbasis School Culture. *Wahana Karya Ilmiah Pendidikan*. <https://journal.unsika.ac.id/index.php/pendidikan/article/view/1765>

- Kurniawaty, J. B., & Widayatmo, S. (2021). Membumikan nilai-nilai pancasila dalam dunia pendidikan di Indonesia. *Jurnal Kebhinnekaan*
<https://www.journal.unindra.ac.id/index.php/jagaddhita/article/view/807>
- Lajim, K. (2022). Internalisasi Pendidikan Karakter Disiplin di SMP Pada Masa Pandemi Covid-19. *Jurnal PIPSI*
<https://journal.stkipsingkawang.ac.id/index.php/JurnalPIPSI/article/view/2628>
- Marrus, D. M., Supriyanto, A., & Timan, A. (2020). Model Kepemimpinan Spiritual Suster Kepala Sekolah dan Dampaknya Bagi Kinerja Guru Dalam Pendidikan Nilai
Kristiani.
[scholar.archive.orghttps://scholar.archive.org/work/s6huqoal5zaytg2xsdn24ouupq/access/wayback/http://journal.um.ac.id/index.php/jptpp/article/download/14182/6279](https://scholar.archive.org/work/s6huqoal5zaytg2xsdn24ouupq/access/wayback/http://journal.um.ac.id/index.php/jptpp/article/download/14182/6279)
- Martini, M., & Nengsih, R. (2020). Penanaman Nilai-Nilai Karakter pada Anak Panti Asuhan Melalui Pohon Cita-Cita. *Education and Learning Journal*.
<http://103.133.36.84/index.php/eljour/article/view/42>
- Muawwanah, S., & Darmiyanti, A. (2022). Internalisasi Pendidikan Karakter Islam di Madrasah Ibtidaiyah. *Edukatif: Jurnal Ilmu Pendidikan*.
<https://www.edukatif.org/index.php/edukatif/article/view/2007>
- Mustoip, S. (2018). Implementasi Pendidikan Karakter Sofyan Mustoip Muhammad Japar Zulela Ms 2018.
- Nashihin, H. (2019). Konstruksi Budaya Sekolah Sebagai Wadah Internalisasi Nilai Karakter. *At-Tajdid: Jurnal Ilmu Tarbiyah*.
<https://ejournal.isimupacitan.ac.id/index.php/tajdid/article/view/147>
- Nurhuda, T. A. (2018). Nilai-Nilai Pendidikan Karakter pada Novel Simple Miracles Karya Ayu Utami. *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra*.
<https://www.journal.unpas.ac.id/index.php/literasi/article/view/539>
- Nurizka, R., & Rahim, A. (2020). Internalisasi Nilai-Nilai Pancasila dalam Membentuk Karakter Siswa Melalui Budaya Sekolah. *School: Jurnal Pendidikan Dan Pembelajaran* Ke <http://es.upy.ac.id/index.php/es/article/view/478>
- Pranyoto, Y. H. (2018). Revitalisasi Pendidikan Agama Katolik Di Sekolah Sebagai Upaya Meningkatkan Moralitas Anak Didik. *Jurnal Masalah Pastoral*.
<http://ojs.stkyakobus.ac.id/index.php/JUMPA/article/view/54>
- Pujiarto, P., Gracia, A., Andrian, D., Yuniati, D., & ... (2022). Pelatihan Pembelajaran Berbasis Proyek dengan Kegiatan Eco-enzyme di Gugus Lebah Kecamatan Pancoran Jakarta Selatan. *E-Dimas: Jurnal ...*, 13(4), 773-779.
<http://journal.upgris.ac.id/index.php/e-dimas/article/view/13849>
- Putri, F. E., & Sunarso, S. (2021). Peran Pendidikan Karakter dalam Mencegah dan Mengatasi Kenakalan Remaja di SMK Negeri 1 Seyegan. *E-CIVICS*.

<https://journal.student.uny.ac.id/index.php/civics/article/view/17436>

Rifai, A. (2018). Pendidikan karakter dan pendidikan akhlak. *Al Qalam: Jurnal Ilmiah Keagamaan* <http://jurnal.stiq-amuntai.ac.id/index.php/al-qalam/article/view/55>

Saputra, T. (2021). Internalisasi Nilai-nilai Pendidikan Karakter dalam Meningkatkan Kecerdasan Spiritual Peserta Didik di Sekolah Menengah Pertama Bahrul Maghfiroh Malang. repository.unisma.ac.id. <http://repository.unisma.ac.id/handle/123456789/3006>

Sihombing, A. A., & Pinem, M. (2021). The st. Fransiskus xaverius: misionaris, teladan iman dan guru bagi masyarakat katolik. *Jurnal Lektur Keagamaan*. <https://jlka.kemenag.go.id/index.php/lektur/article/view/887>

Simbolon, E., Alloysia, M. E., & Fajariyanto, T. C. (2022). Pembentukan Karakter Peserta Didik Melalui Pembelajaran Pendidikan Agama Katolik Menggunakan Zoom Meeting Di Era Pandemi Selidik <http://ejurnal.org/index.php/selidik/article/view/57>

Suardi, W. (2017). Catatan Kecil Mengenai Desain Riset Deskriptif Kualitatif. *Jurnal EKUBIS*, 2(1).

Sudarsana, I. K., & Arwani, G. (2018). Internalisasi Pendidikan Karakter Melalui Pelaksanaan Dharmagita Pada Sekaa Teruna. *Jurnal Ilmu Agama*. <https://jayapanguspress.penerbit.org/index.php/kamaya/article/view/67>

Supriatna, J. (2021). Pengelolaan lingkungan berkelanjutan. [books.google.com](https://books.google.com/books?hl=en&lr=&id=_p4lEAAQBAJ&oi=fnd&pg=PR7&dq=kerusakan+alam+menurut+ajaran+katolik&ots=Z7LrqrIUHi&sig=Z-Vo808mBFS0aAOkODB1I9PLfZI). https://books.google.com/books?hl=en&lr=&id=_p4lEAAQBAJ&oi=fnd&pg=PR7&dq=kerusakan+alam+menurut+ajaran+katolik&ots=Z7LrqrIUHi&sig=Z-Vo808mBFS0aAOkODB1I9PLfZI

Sutanto, E., Febrianto, P., Pandin, M. G. R., & Suwito, Y. B. (2022). Buku Ajar Katolik 2-Hidup dalam Iman Katolik. [books.google.com](https://books.google.com/books?hl=en&lr=&id=RreFEAAQBAJ&oi=fnd&pg=PP1&dq=kerusakan+alam+menurut+ajaran+katolik&ots=6vwwXlJvDr&sig=X1F9t7YdzfIM-EiHhvzdcFlpqN0). <https://books.google.com/books?hl=en&lr=&id=RreFEAAQBAJ&oi=fnd&pg=PP1&dq=kerusakan+alam+menurut+ajaran+katolik&ots=6vwwXlJvDr&sig=X1F9t7YdzfIM-EiHhvzdcFlpqN0>

Syarief, Y. I. (2021). Strategi, Metode, Model Dan Sumber Pembelajaran Lingkungan Hidup Di Sekolah. Bunga Rampai Mengembangkan Karakter [books.google.com](https://books.google.com/books?hl=en&lr=&id=2_keEAAQBAJ&oi=fnd&pg=PA96&dq=kerusakan+alam+menurut+ajaran+katolik&ots=XWeDcdWhB5&sig=iiyOv6jdjUq9fqs9UviNqiEcEg). https://books.google.com/books?hl=en&lr=&id=2_keEAAQBAJ&oi=fnd&pg=PA96&dq=kerusakan+alam+menurut+ajaran+katolik&ots=XWeDcdWhB5&sig=iiyOv6jdjUq9fqs9UviNqiEcEg

Wathano, N. (2021). Internalisasi Nilai-Nilai Karakter Melalui Budaya Sekolah di SMKN 41 Jakarta. *Ta'dib: Jurnal Pendidikan Islam Dan Isu-Isu* <http://jurnal.iaihnwpancor.ac.id/index.php/tadib/article/view/478>

Widiyastuti, R. (2020). Kebaikan akhlak dan budi pekerti. [books.google.com](https://books.google.com/books?hl=en&lr=&id=trj8DwAAQBAJ&oi=fnd&pg=). <https://books.google.com/books?hl=en&lr=&id=trj8DwAAQBAJ&oi=fnd&pg=>

PP1&dq=kerusakan+alam+menurut+ajaran+katolik&ots=wOV5N6KurA&sig=a2tRTwV0C9TrntM9z6l9tJf96Uc

Widiyono, A. (2022). Implementasi Karakter Cinta Tanah Air Pada Kesenian. *Jurnal Satya Widya*, 38(1), 68–76.

Widjaja, P. S. (2018). Apakah Aku Penjaga Saudaraku?: Mencari Etika Ekologis Kristiani yang Panentheistik dan Berkeadilan. *Gema Teologika*, 3(2), 167. <https://doi.org/10.21460/gema.2018.32.395>

Wihyanti, R., Subiyantoro, S., & ... (2018). Internalisasi karakter nasionalisme dalam kediversitasan etnis di Sekolah Dasar Islam. In *Edukasia: Jurnal ...* [pdfs.semanticscholar.org](https://pdfs.semanticscholar.org/d740/baf4fa12a591db1160879393dde1cf79cae8.pdf).
<https://pdfs.semanticscholar.org/d740/baf4fa12a591db1160879393dde1cf79cae8.pdf>

Wulung, F. (2021). *Tren Katekese pada Zaman Sekarang*. https://books.google.com/books?hl=en&lr=&id=BolGEAAAQBAJ&oi=fnd&pg=PR3&dq=kerusakan+alam+menurut+ajaran+katolik&ots=32TTSUmwf3&sig=1zHqo9IK5wE3okOu56_6DMNtPUM