

CHARACTER EDUCATION BASED ON RELIGIOUS VALUES AND NATIONALISM IN HIGHER EDUCATION

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Abstract. Nationalism as part of character management creates identity and pride in the country. While character is a quality of a person that will ultimately distinguish him from others. Character can be said to be related to personality, and behavior but both are different things. One aspect that supports the acceleration of student development in terms of character development is character management based on religion and nationalism. Through the implementation of character-based management, students are encouraged individually or in groups to internalize and apply religious values in the social environment. This study aims to instill the values of religious and nationalist character through education by providing increased intellectual abilities, but also being responsible for the integration of character values in students. The method used in this study is method with case study approach with data collection techniques used in this study are interviews, observations and documentation regarding character education management based on religious values and nationalism. The results of the study indicate that the use of information technology can be an effective means in supporting character learning. The method of using information technology in supporting character learning based on religious values and nationalism in the Faculty of Teacher Training and Education is as follows; 1) Utilization of Online Learning Platforms, 2) Use of Applications, 3) Utilizing Social Media, 4) Simulation and Educational Games, 5) Learning Management Information System. Then further, efforts to implement the Character Education Strengthening (PPK) program based on religious and national values are to socialize how to integrate character values in the syllabus and Learning Implementation Plan (RPS/Semester Learning Plan), carry out habituation of attitudes and characters before starting learning, manage classes by integrating character values, apply learning models and methods that support character values, link learning content with Character Education Strengthening, facilitate students to develop character, record the development of student character, provide feedback to students about the characters designed in the RPS. Therefore, curriculum development activities are needed by designing an educational curriculum that places religious and national values as the core or main foundation in every aspect of learning.

Keywords: Character Education, Nationalism, Religious Values.

1. INTRODUCTION

The success of educational institutions in organizing education is determined by the development of students' potential, such as intellectual, social, psychological and behavioral intelligence or character of students. Furthermore, Article 12 of the National Education System Law states that every student in an educational unit has the following rights: 1) Receive religious education according to the religion they adhere to, and taught by educators who adhere to the same religion, 2) Receive good educational services according to the talents, interests and abilities of students, 3) Maintain educational morals to ensure the continuity of the process and success of education, 4) Receive educational costs for students whose parents are unable to finance students. For this reason, student management is needed in realizing the success of the implementation of education that the institution provides. Student management is a school planning activity process aimed at fostering students so that they can follow the education and learning process effectively and efficiently.

Character education helps students develop a strong self-identity, which is based on religious values and love of country. This is important to form a strong and integrity-based personality. According to Rusmaini (2017) the goal of character education management is to form individuals who have integrity, a sense of responsibility, honesty, cooperation, and the ability to resolve conflicts in a positive way, by building a strong character foundation, it is hoped that students will be able to face various life situations wisely and make good decisions. Character education that emphasizes religious values can teach interfaith tolerance and intercultural harmony, which is important in a multicultural campus environment.

One aspect that supports the acceleration of student development in terms of character development is character management based on religion and nationalism. Through the implementation of character-based management, students are encouraged individually and in groups to internalize and apply religious values in the social environment. Among these character values, religious values are one of the main values and a very important aspect because a person's belief in the truth of the values derived from the religion they embrace can be a strong motivation in building character. Nationalism reminds students of the importance of unity in diversity, so that it can reduce conflict and increase solidarity among students from different backgrounds.

Character is not something that someone is born with. Character exists and is formed through a learning process from family, environment, and family members. Character is a quality of a person that will ultimately distinguish him/her from others. Character can be said to be related to personality and behavior, but both are different things. Personality is a form of how or ethics we show our attitude when dealing with others, such as how to walk, dress, express opinions, and so on (Mia Zakaria and Dewi Arumsari, 2018). Religious and nationalism-based character management has an important role in forming individuals and communities that are empowered, ethical, and committed to the common welfare. Both create a strong foundation of values and ethics to guide individual and group actions, and provide direction for broad-impact decision-making. The combination of religious and nationalism-based character management builds a solid moral, social, and spiritual foundation. Individuals who are empowered by religious values and a sense of nationalism tend to have higher self-awareness, strong social responsibility, and readiness to contribute to the welfare of society as a whole (Farhani, 2019). Thus, the integration between religious and nationalism-based character management can form individuals who not only develop personally, but also have a positive impact on the development and progress of society.

One of the main problems that can be identified is the understanding and implementation of religious and nationalistic values in the curriculum. The existence of different interpretations or unclear focus in conveying these values can result in a lack of consistency in teaching and learning in FKIP. In addition, human resources involved in the character education management process also need to be considered. Improvement of qualifications and training for lecturers and administrative staff is needed so that they can convey religious and nationalistic values effectively. Lack of understanding or commitment from teachers can hinder the effectiveness of character education programs at FKIP. Therefore, measurement and evaluation of the achievement of character education goals need to be strengthened. The importance of developing valid and reliable evaluation instruments is key to measuring the extent to which students can internalize religious and nationalistic values. In addition, regular monitoring of program implementation can help identify obstacles or successes in character education management at FKIP.

In addition, an article written by Elya Umi Hanik and Eva Luthfi Fakhru Ahsani on Character Education Management in Cultivating Religious Attitudes of MI Mafatihul Akhlaq Jepara Students. The results of this study include; 1) the character education management model instilled in MI Mafatihul Akhlaq Jepara includes the planning, organizing, implementing and evaluating processes, religious character, honesty, intelligence, and caring for others. Teachers have strategies in supporting the

achievement of the concept of character education management, 2) Strategies in implementing character education in cultivating religious attitudes of students through role models, learning, empowerment and culture, strengthening, and assessment. Others, from several previous studies on character education management based on religious values and nationalism. Cut Zahri Harun's research on character education management. The research method used is literature study. The results of this study are that the improvement of character education in Higher Education is carried out , both in quality and quantity. Curriculum changes are very necessary in the implementation of education, so that in 2013 a competency and character-based curriculum was implemented. Based on the description above, the author is interested in conducting this research with the title Character Education Management Based on Religious and Nationalistic Values at the Faculty of Teacher Training and Education in Higher Education.

2. LITERATURE REVIEW

2.1 Character Building

Character is a steady disposition in responding to situations in a morally good way (Taufiq, 2025). Forming good student character is not a simple and quick process. It requires continuous dedication and deep reflection to design policies that must be implemented through real actions, so that they become something practical and impactful. According to Sukatin (2022), good character is needed which is related to knowing the good, loving the good, and doing the good. Therefore, character refers to the traits, values, and behaviors that shape a person's personality. It covers various aspects such as integrity, honesty, responsibility, cooperation, courage, etc. Character is often influenced by life experiences, education, and the values held by individuals and the society in which they live. Character can also develop through education, lifelong learning, and interactions with others.

The term character is taken from the Greek word "Charassian" which means "to mark" and focuses on how to apply good values in the form of actions or behavior, so that people who are dishonest, cruel, greedy and have other bad behavior are said to have bad character. On the other hand, people whose behavior is in accordance with moral rules are said to have noble character. The definition of character according to the Ministry of National Education's Language Center is "innate, heart, soul, personality, morals, behavior, personality, nature, disposition, temperament, disposition". Character is having personality, behavior, nature, and character (Indah, 2023). Character education does not merely teach about right and wrong, but rather on instilling habits about what is good.28 Character education teaches habits of thinking and behavior that help individuals to live and work together as a family, society, and country and help them to make decisions that can be accounted for. Therefore, character education is an effort to develop intelligence in thinking, appreciation of attitudes, and practice of behavior that is in line with the high values that are their identity. This is reflected in interactions with God, oneself, others, and the environment. Character education proposed by Sukatin (2020) is character education plus, which involves aspects of knowledge (cognitive), feelings (feeling) , and action (action). Currently, character education is faced with significant challenges, especially related to the ongoing decline in morals in society. This phenomenon is increasing and diverse, occurring both in everyday environments and in the midst of society. Radicalism, criminality, thuggery, injustice, corruption, violent behavior, and others are evidence that there has been a crisis of identity and characteristics in the Indonesian nation (Robertus, 2021).

Character Education Indicators include; 1) Empathy: The ability to understand and feel the feelings of others, and act with concern for others. Building empathy in students is important in education because empathy can help create an inclusive learning environment and support children's social-emotional development. Teach social skills such as listening with empathy, expressing feelings honestly, and understanding other people's perspectives. Children's empathy education as the core of moral or character

education will be able to touch the development of children's behavior fundamentally, if empathy education is instilled in children from an early age. If empathy education is given to children after they become adults, it will not have a fundamental effect on the character and formation of the child's personality. 2) Integrity Consistency between the values held and the actions taken, as well as consistency between words and actions. Jim Burke (Johson & Johson) defines integrity as "a mechanism that makes individuals and organizations trust you"; Millard Fuller (Habitat for Humanity) describes integrity as "consistency in what is right and wrong in your life."³⁵ Building self-integrity in students is important in character education. Integrity is the consistency between a person's values, thoughts, words, and actions. Demonstrate examples of behavior that are consistent with integrity values, such as honesty, responsibility, and fairness. Integrity is often associated with being honest, trustworthy, responsible, loyal, and self-restraint. All of these are good qualities that a person can and should have. Such qualities are becoming increasingly urgent in a leader (Antonius, 2014). 3) Discipline: is the ability to organize oneself, follow rules, and act diligently to achieve goals. Disciplined students tend to have better academic performance because they are able to manage their time and focus on learning. Discipline teaches students about the importance of order in everyday life, which is an important skill. 4) Perseverance: The ability to keep trying and not give up easily in the face of difficulties or challenges. The ability of an individual to remain focused, persistent, and persistent in the face of challenges or obstacles in achieving goals or values that are considered important in a person's character. Helps to form a strong mental attitude and persistent will to achieve meaningful life goals.

2.2 The Nature of Religious Values and Nationalism

Religious values and nationalism play an important role in shaping the character and attitudes of citizens. These two values are interrelated and can strengthen each other. Religious values can encourage individuals to become good citizens by behaving in accordance with the teachings of their religion, while nationalist values can strengthen the sense of unity in diversity and the spirit to build the nation. Overall, religious values and nationalism have a very important role in shaping the identity and character of the Indonesian nation, as well as being a moral foundation in social, national and state life.

Religious values are values related to religious beliefs and practices. This includes aspects such as belief in God or spiritual entities, adherence to religious teachings, religious rituals, morality based on religious teachings, and individual relationships with fellow believers. Religious values can be an important part in shaping a person's identity and behavior in a society that is based on certain religious values. Nationalism is an attitude or view that has a strong sense of love, pride, and loyalty towards a particular country or nation. Nationalism can appear in various forms, ranging from pride in the history and culture of the nation, support for government policies that are considered beneficial to the country, to a sense of solidarity and unity in achieving common goals. Mulyana (in Martaniah, 1990) describes nationalism as an awareness of the country or national spirit. Nationalism or patriotism not only functions as a glue to unite diversity externally, but also as a means to affirm Indonesia's diverse identity in various aspects of its culture.

Nationalism demands the implementation of basic values that prioritize common interests and avoid all forms of legitimization of personal interests that can damage the balance of communal life. Nationalism is often considered an important factor in the formation of national identity and the strength of a nation. However, in a historical context, nationalism can also be a source of conflict and tension between nations if it is not balanced with respect for universal values such as peace, equality and justice. Education plays an important role in shaping attitudes and understanding of nationalism. Through education, a person can understand the history and values that shape the identity of a nation, and develop a sense of love and loyalty to the country without eliminating respect for other nations.

3. RESEARCH METHODS

The method used in this research is a qualitative method with a case study approach. According to Sugiyono, qualitative methods are research methods used to investigate the natural conditions of objects (Sugiyono, 2019). According to Robert K. Yin in Nur'aini, a case study is a type of research used to explore a phenomenon or case that occurs. The characteristics of a case study are that it focuses on one specific case or phenomenon, explains causal relationships, uses various data sources to support analysis, and generalizes theories.⁵⁵ As expressed by Robert K. Yin, this research generally aims to explore cases that occur in the object of research (Yin, 2019). The characteristic of this type of research is that it focuses on a detailed explanation of what happened in the case, without trying to test or develop theories explicitly. Instead, its main goal is to provide an in-depth and accurate picture of the phenomenon being studied, so that it can provide valuable insights for practitioners, policy makers, or researchers in related fields. This research aims to obtain a clear picture and accurate information so that the research location becomes a very necessary place. This research was conducted at a college. The chosen university is one of the universities that has Bachelor's graduates, especially in the field of Education. Therefore, the location of this research allows for an in-depth exploration of the role of the University in shaping the implementation of religious and national values in forming graduates who have religious and national values. To obtain valid and accessible data that can be accounted for in this research. The data collection techniques used in this study were interviews, observations and documentation regarding character education management based on religious and nationalistic values by selecting research informants related to this matter. Research informants are individuals or groups who provide information relevant to the research topic being conducted. The informants in this study to be used as valid sources of information are the University Academic Leaders, Vice Deans of the University. Interviews in this study were conducted with the Head of the University Academic Leaders, 1 Vice Dean of the University, Lecturers and Heads of Study Programs. Furthermore, a systematic process for organizing, understanding, interpreting, and drawing conclusions from the data that has been collected in a study was carried out using data analysis techniques used in this study, namely Miles and Huberman which were carried out interactively (interactive model) including: 1. Data collection, 2. Data reduction, 3. Data presentation, and 4. Drawing conclusions and verifying data. The researcher prepared several materials that were used as interview guidelines by considering several aspects as follows: a) the role of the campus: the campus as a place for education, as a place for character building and developing the integrity of the community, and 2) Religious Values and Nationalism; Implementation of character education on campus in forming students with character.

4. RESULTS AND DISCUSSION

The relationship between science and religion is not an easy relationship, but if we don't study it, we won't know the direction because it is important. There is always a connection between the two in history experiencing difficult clashes. The event of mutually severing one from the other also occurs continuously. Until now, efforts to connect science and religion have been continuously carried out by various religions and have developed in various countries, including Indonesia. The reality seen in the social environment is that students' characters are often faced with various complex and challenging problems. One of the main problems is the challenge of maintaining a balance between increasing academic demands and a dynamic social life. Students often feel pressured to achieve high academic performance while still participating in social activities, extracurricular activities, and part-time jobs. In addition, the use of technology and social media can also be a factor that influences student character, with potential negative impacts on mental health, productivity, and interpersonal relationships. Economic pressures, lack of understanding of career direction, and lack of involvement in self-development are also common problems faced by students in this

modern era. Therefore, it is important for educational institutions and society to provide adequate support and create an environment that supports the holistic growth of students, helping them face and overcome these issues. Students who have good character education tend to be inspiring leaders, able to lead with full responsibility and social awareness. By instilling religious and nationalistic values, the campus contributes to the formation of a generation that is not only academically intelligent but also has a strong character and love for the nation.

Nationalism or patriotism not only functions as a glue to unite diversity externally, but also as a means to affirm Indonesia's diverse identity in various aspects of its culture. Nationalism demands the implementation of basic values that prioritize common interests and avoid all forms of legitimization of personal interests that can damage the balance of communal life. The principle of nationalism is that this principle emphasizes the importance of love and loyalty to the nation and state. Nationalism also includes respect for the cultural identity, history, and diversity that exist within a country. By understanding and applying the principles of nationalism, it is hoped that a society can be created that has a collective awareness to advance the nation and state and maintain unity. In this case, research in higher education on how character education based on religious and national values is developed based on reference to curriculum development activities. Curriculum development is an approach in designing an educational curriculum that places religious values and nationalism as the core or main foundation in every aspect of learning. This approach aims to form a strong and quality character by strengthening religious and national values in the educational process. In developing a curriculum based on religious values, religious values believed by the community or the religion embraced become the main reference in designing learning materials.

One form of character education activity based on religious and nationalistic values in a community is to conduct training in developing teachers' interpersonal skills in guiding and assisting students in forming good character. Lecturers and educators must be good examples in implementing character values in their daily lives. They should be role models who inspire students to adopt these values in their lives. Lecturers and educators also need to be equipped with skills in developing learning materials that are relevant to religious and nationalist values. The material must be able to raise students' awareness and concern for these values. Implementation of learning methods that integrate religious and nationalistic values in every aspect of learning. Training should provide lecturers and educators with skills in using effective learning methods to integrate character values in learning. Methods that can encourage reflection, discussion and practical application of these values are essential. The use of information technology to support character learning. The use of information technology can be an effective means in supporting character learning. The methods of using information technology in supporting character learning based on religious and national values in the Faculty of Teacher Training and Education are as follows; 1) Utilization of Online Learning Platforms, 2) Use of Applications, 3) Utilizing social media, 4) Simulation and Educational Games, 5) Learning Management Information Systems. Then further, efforts to implement the Character Education Strengthening (PPK) program based on religious and national values are to socialize how to integrate character values in the syllabus and Learning Implementation Plan (RPS/Semester Learning Plan), carry out habituation of attitudes and characters before starting learning, manage classes by integrating character values, apply learning models and methods that support character values, link learning content with Character Education Strengthening, facilitate students to develop character, record the development of student character, provide feedback to students about the characters designed in the RPS. Thus, the character education strategy based on religious values in the self-development program strategy is carried out through routine activities, conditioning, role models, and spontaneous activities. So, it can be concluded that, in implementing character education in higher education by starting with the activity of developing a curriculum that becomes an approach in designing an educational curriculum that places religious values and nationalism as the core or main

foundation in every aspect of learning. This aims to form a strong and quality character by strengthening religious and national values in the education process. In developing a curriculum based on religious values, religious values believed by the community or religion that is embraced become the main reference in designing learning materials. This curriculum also integrates moral and ethical teachings derived from a particular religion to form a character that is in accordance with the teachings of that religion. Meanwhile, the development of a curriculum based on nationalism values emphasizes the formation of a sense of love for the homeland, pride in cultural identity, and loyalty to the country.

CONCLUSION

Nationalism is often considered an important factor in the formation of national identity and the strength of a nation. However, in a historical context, nationalism can also be a source of conflict and tension between nations if it is not balanced with respect for universal values such as peace, equality and justice. Education plays an important role in shaping attitudes and understanding of nationalism. Through education, a person can understand the history and values that shape the identity of a nation, and develop a sense of love and loyalty to the country without eliminating respect for other nations. The importance of religious teachings in decision-making can be reflected in actions such as considering religious views on good and bad, seeking religious guidance or advice in difficult situations, and trying to practice religious values in every action taken. Forming good student character is not a simple and quick process. It requires continuous dedication and deep reflection to design policies that must be implemented through real actions, so that they become something practical and impactful. Good character is needed which is related to knowing the good, loving the good, and acting the good. Therefore, character refers to the traits, values, and behaviors that shape a person's personality. It covers various aspects such as integrity, honesty, responsibility, cooperation, courage, etc. Character is often influenced by life experiences, education, and the values held by individuals and the society in which they live. Thus, the integration between religious and nationalism-based character management can form individuals who not only develop personally, but also have a positive impact on the development and progress of society as a whole.

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