

The Level of Altruistic Action Based on the Dimension of Mutual Cooperation in Strengthening the Profile of Pancasila Students Grade X in High School

Destanika Dhiffa Rianti¹, Adi Atmoko², Diniy Hidayatur Rahman³

Postgraduate Study Program in Guidance and Counseling, Faculty of Education,
Universitas Negeri Malang, Indonesia

Postgraduate Study Program in Guidance and Counseling, Faculty of Education,
Universitas Negeri Malang, Indonesia

Postgraduate Study Program in Guidance and Counseling, Faculty of Education,
Universitas Negeri Malang, Indonesia

E-mail: destanika.dhiffa.2201118@students.um.ac.id¹, adi.atmoko.fip@um.ac.id²,
diniy.hidayatur.fip@um.ac.id³

Correspondent Author: Destanika Dhiffa Rianti,

destanika.dhiffa.2201118@students.um.ac.id

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Abstrack

Altruistic action is the act of helping others and the desire to do good without expecting anything in return. Altruistic action is the act of helping others and the desire to do good without regard for reward. This study aims to describe the level of altruistic action among tenth-grade students at Nurul Huda Senior High School in relation to the implementation of the independent curriculum, with a focus on the dimension of cooperation. The research design employed a quantitative approach, utilizing a survey. The population of tenth-grade students was 160 students, and the sample size was 111 students. The sampling technique was proportional random sampling. Data collection used a questionnaire. Data analysis employed descriptive statistical methods, presented as percentages. The results showed that the overall level of altruistic action fell into three categories: high (21%), medium (79%), and low (0%). The level of altruistic action in the aspect of cooperation was categorized as high (14%), medium (85%), and low (1%). The element of sharing was categorized as high (37%), medium (63%), and low (0%). The aspect of helping was categorized as high (72%), medium (28%), and low (0%). Based on these data, it was concluded that the level of altruistic action of tenth-grade students tended to be in the moderate category.

Keywords: altruistic actions, cooperation, class X students

Abstrak

Tindakan altruis ialah tindakan membantu orang lain dan keinginan untuk melakukan kebaikan tanpa memperhatikan ganjaran. Penelitian ini bertujuan mendeskripsikan tingkat tindakan altruis siswa kelas X SMA Nurul Huda yang kaitannya dengan pengimplementasian kurikulum merdeka pada dimesi gotong royong. Rancangan penelitian menggunakan pendekatan kuantitatif dengan survei. Jumlah populasi dari kelas X sebanyak 160 siswa dan jumlah sampel sebanyak 111 siswa. Teknik pengambilan sampel ialah *proportional random sampling*. Pengumpulan data menggunakan angket. Analisis data menggunakan analisis statistik deskriptif yang disajikan dalam bentuk persentase. Hasil penelitian menunjukkan tingkat tindakan altruis secara keseluruhan dalam kategori tinggi (21%), sedang (79%), rendah (0%). Tingkat tindakan altruis pada aspek *cooperation* dalam kategori tinggi (14%), sedang (85%), rendah (1%). Pada aspek *sharing* dalam kategori tinggi (37%), sedang (63%), rendah (0%). Pada aspek *helping* dalam kategori tinggi (72%), sedang (28%), rendah (0%). Berdasarkan data tersebut, disimpulkan bahwa tingkat tindakan altruis siswa kelas X cenderung pada kategori sedang.

Kata kunci: tindakan altruis, gotong royong, siswa kelas X

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INTRODUCTION

Education is closely tied to an individual's life from birth to death (Amanudin, 2019). In accordance with the National Education System Law No. 20 of 2003, the goal of education is to optimize the potential of students to become individuals who are faithful, pious, responsible, knowledgeable, creative, and independent. This goal can be achieved if counselors play an active role in achieving the standards of student independence. There are 11 developmental aspects in the Student Independence Competency Standards (SKKPD), including aspects of religious life foundations, ethical behavior foundations, personal development, gender awareness, maturity of peer relationships, and others (Santoso, 2013). In terms of the maturity of peer relationships in Junior High School (SLTP), students can positively accept their environment.

Positive self-acceptance, as part of the environment, is characterized by harmony in interactions with others. Santoso (2013) stated that harmonious interactions with others in high school students are reflected in the SKKPD in the aspect of maturity in peer relationships, which begins with learning the norms of socializing with peers from diverse backgrounds, recognizing the diversity of peer backgrounds that underlie social interactions, and collaborating with peers from diverse backgrounds. When students understand themselves, they will be better equipped to understand and interact with others. Preden (2015) stated that students must understand their own circumstances and environmental conditions. Understanding the environment can include the ability to interact socially, be respectful of others, and resolve conflicts with others, which will have an impact on the formation of reasonable concern.

Altruistic action can be defined as a form of solidarity, characterized by a full awareness of working together to achieve common goals. Li, Wei (2023) stated that altruistic action is a form of social solidarity to achieve group goals through a loyal attitude from each member as a whole. Individuals who possess a solid attitude and loyalty can work together with a caring approach. Nelson (2013) stated that altruistic action has substantial values, namely cooperation, love, mutual assistance, and kinship. Individuals who act altruistically will understand their role in the community, school, and family environment because it is based on social responsibility.

The prevalence of altruism among students in Indonesia shows a concerning trend, with numerous reports of low student awareness of the importance of mutual assistance and cooperation, as revealed by the Ministry of Education and Culture in a recent survey (Kemdikbud, 2023). This phenomenon is exacerbated by frequent cases of bullying in schools, reflecting a lack of effective character education in educational institutions (Kompas, 2023). The Institute for Research and Community Service (LPPM) of the University of Indonesia also emphasized that environmental factors and a lack of character development are the leading causes of the lack of altruistic behavior among students (LPPM UI, 2023). These data demonstrate the urgent need for altruistic behavior in schools.

Global surveys show a significant decline in altruism among students in recent years. In the United States, empathy among college students has fallen by approximately 40% since late 2017 (Konrath, O'Brien, & Hsing, 2011). Internationally, various studies have also shown a similar decline, with some countries reporting a 30-50% decline in prosocial behavior and empathy among students over the past two decades (Lou & Floridi, 2021). Meanwhile, in Indonesia, according to data from the Ministry of Religious Affairs, the student character index, including the mutual cooperation dimension a key



indicator of altruism decreased from 71.41 to 69.52 in 2021 (Ministry of Religious Affairs, 2021).

When linked to the independent learning curriculum, six Pancasila student characters are outlined in the Pancasila student profile: devotion to God Almighty, faith, creativity, noble character, global diversity, cooperation, critical thinking, and independence (Ministry of Education and Culture, 2022). The character of cooperation includes several elements, including collaboration, caring (altruism), and sharing. The character of cooperation is related to students' needs for altruism (Ministry of Education and Culture, 2023). This is one aspect of mutual collaboration, namely altruistic actions. Therefore, measuring altruistic actions is adjusted to the developmental phase. At the high school level, altruistic actions are focused on phase F (age range 16-18 years). In phase F, altruistic actions focus on behavior that is responsive to the social environment, in accordance with the demands of one's social role, and contribute to producing a better situation, as well as taking appropriate actions so that others respond as expected to complete work and achieve goals. If students have a high spirit of cooperation, then their altruistic actions will also be high.

The results of the needs analysis conducted through observation indicate that many students in Class X at Nurul Huda High School lack altruistic actions. Based on the results of observations during learning, it shows that students do not respond to friends' opinions during discussions, interrupt friends' conversations during discussions, and in addition, only a few students do group assignments. Furthermore, teachers must direct some students to be willing to cooperate during group assignments. Meanwhile, the results of observations during Clean Friday show that many male students do not clean the school environment and immediately return to their respective classes. The results of interviews with two students in Class X-1 show that students are less able to adapt to new friends and perceive that the characteristics of these new friends differ from those of their old friends. In line with the results of the counselor interview, class X students have difficulty adapting to peers during learning. This will lead to a lack of altruistic actions among students.

Altruism plays a vital role in helping 10th-grade students adapt to learning. The impact of altruistic actions can help students gain a deeper understanding of themselves. This is supported by the Minister of Education and Culture's Guidance and Counseling Regulation No. 111 of 2014, which states that students must be able to adapt to their environment, recognize their strengths and weaknesses, so that they can develop themselves optimally. Lindenfield (1997) stated that altruistic individuals tend to be content with what they have and the environment provides. Individuals will take maximum action towards the environment in accordance with their understanding of themselves. Lauster (2002) suggested that low-altruistic actions can cause environmental problems. This manifests itself in feelings of selfishness and shame. Low altruistic actions will affect friendships among students and impact their academic achievement.

Research has shown that a lack of altruistic behavior among students can contribute to bullying, interpersonal conflict, and aggressive behavior (Salmivalli et al., 1996; Hawley, 2003). Furthermore, a less inclusive atmosphere can cause students to feel isolated and unsupported, which in turn increases the risk of stress (Rigby, 2003; Holt et al., 2015). A lack of an altruistic culture can also hinder the formation of healthy social connections and disrupt students' learning, hindering their academic achievement and personal growth (Konishi et al., 2014; Hodges et al., 1999). Therefore, it is essential for



school environments to foster altruistic behavior among students, thereby creating a safe, inclusive, and supportive atmosphere that promotes their growth and development.

The value of altruistic actions is essential because it fosters a sense of unity and togetherness in the school environment through activities such as cooperation and mutual assistance (Bintari, 2016). With a country that adheres to the Pancasila ideology, altruistic actions are a vital value in life that must be maintained, as this value was initiated by the Founding Father of the Indonesian nation (Rahmad, 2021). The impact of altruistic actions, which have long been a strength of the Indonesian nation, is that they can contribute to the country becoming a peaceful one, an ideal to live in harmony in an environment full of differences (Muhkam, 2022). Altruistic actions in Indonesia have a significant impact in uniting the nation above differences in ethnicity, race, language, and culture, especially in the school environment. Counselors play a role in helping students adjust to foster altruistic behavior. Hebaish (2012:12) states that altruistic actions can influence students' success in adapting to the school environment. The purpose of the research is to describe the actions of class X students at Nurul Huda Junior High School, Lumajang.

METHOD

The research method used a survey to describe the level of altruistic actions of class X students at Nurul Huda Lumajang Middle School. Survey research was employed to provide a detailed picture of the selfless actions of tenth-grade students, based on Myres' aspects of altruistic actions, through a list of statements. The participation of several respondents in this survey research was necessary to gather data on their beliefs, characteristics, opinions, and behaviors that have occurred or are currently occurring (Goves, 2010).

The population of 10th-grade students at Nurul Huda Middle School consisted of 160 students. The researcher took 70% of the population as a sample, while the other 30% was used for the trial phase. The sampling technique used was proportional random sampling. Each sample was taken randomly based on a certain proportion.. A total of 111 class X students were used as research samples.

The data collection technique in this study involved distributing an altruistic action questionnaire via a Google Form link. The measurement scale used is a Likert scale, which provides four answer categories. Researchers collected the data after respondents completed the questionnaire. This was followed by data sorting. Afterward, they entered the data management process and prepared it for descriptive statistical analysis.

Table 1.
Categorization Norms

Category	Category Range
Low	$X < M - 1SD$
Currently	$M - 1SD \leq X < M + 1SD$
Tall	$M + 1SD \leq X$

Information:

M = Mean

SD = Standard deviation



The data analysis in this study employs descriptive analysis techniques, with data presented in percentage form for ease of processing. This descriptive analysis aims to describe the level of altruistic actions among class X students, enabling a clear understanding and informed conclusions. At the level of altruistic actions, the low categorization norm is in the range of $X < M - 1 \text{ SD}$, medium is in the range of $M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$, and high is in the range of $M + 1 \text{ SD} \leq X$ (Azwar, 2012:11). The provisions of these norms will be interpreted at the level of altruistic actions as a whole, the level of altruistic actions in the aspect of cooperation, the level of altruistic actions in the aspect of helping, and the level of altruistic actions in the element of sharing.

RESULTS AND DISCUSSION

Level of Altruistic Action of Grade X Students

The data obtained in this study are the results of an analysis of the scale of altruistic action levels completed by Class X students of Nurul Huda High School in Lumajang.

Table 2.

Frequency Distribution of Categorization of Altruistic Action Levels in Grade X Students

No.	Category	Score Range	Frequency	Percentage (%)
1.	Low	$X < 60$	0	0%
2.	Currently	$60 \leq X < 90$	88	79%
3.	Tall	$90 \leq X$	23	21%
Total			111 students	100%

It can be seen that the level of altruistic behavior is in the high category, at 21% (23 frequencies). Meanwhile, 79% (88 frequencies) have a moderate level of altruistic behavior. None falls into the low category. The level of altruistic behavior of 10th-grade students tends to be in the mild category.

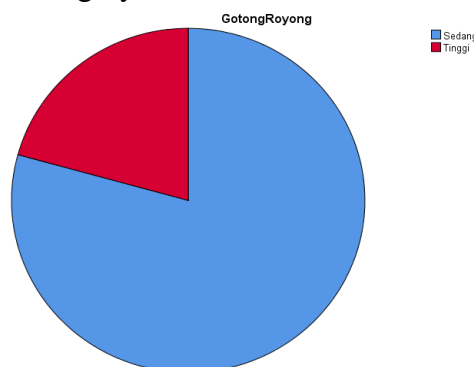


Figure 1. Level Of Altruistic Actions Of Grade X Students Of Nurul Huda High School in Lumajang

Based on the overall research results, the level of altruistic actions among grade X students of Nurul Huda High School in Lumajang falls into the moderate category. 21% (23 frequencies) exhibit a high level of altruistic actions, 79% (88 frequencies) fall into the moderate category, and 0% are in the low category. The selfless actions of grade X students tend to fall into the mild category, indicating that students possess self-acceptance and a positive mindset (Lidenfield, 1997; Schraw & Dennison, 1994;



Chamorro & Premuzic, 2013; Benebou & Tirole, 2018). Most students who have implemented altruistic actions tend to be in the moderate category, meaning they have been able to understand themselves and their environment, which has led to a concern for interacting with others. The formed self-understanding can also create a positive perception of their environment, allowing them to develop good interpersonal intelligence.

In addition, through altruistic actions, one can communicate effectively in a discussion process within a learning environment, maintain a firm attitude, and exhibit self-control (Lidenfield, 1997; Schraw & Dennison, 1994). The actualization of altruistic behavior in the moderate category in the school environment is evident when class X students are active during the discussion process, dare to divide roles in group assignments and activities, and can manage emotions in response to criticism from their friends during discussions. Individuals have begun to be sensitive to their environment and understand what they want to achieve together. Altruistic behavior is characterized by the presence of a sense of awareness and motivation to work together to achieve a common goal.

Level of Altruistic Actions in the Cooperation Aspect

The data obtained in this study are the results of an analysis of altruistic action levels, including the cooperation aspect, conducted by class X students of Nurul Huda High School in Lumajang.

Table 3.

Frequency Distribution of Categorization of Altruistic Action Levels in the Cooperation Aspect

No.	Category	Score Range	Frequency	Percentage (%)
1.	Low	$X < 28$	1	1%
2.	Currently	$28 \leq X < 42$	94	85%
3.	Tall	$42 \leq X$	16	14%
Total			111 students	100%

In the high category for cooperation, 14% (16 frequencies) exhibit a high level of collaboration. Meanwhile, 85% (94 frequencies) have a moderate level of cooperation. And 1% (1 frequency) has a low level of collaboration. It was concluded that the level of altruistic actions in the cooperation aspect tended to be in the moderate category.



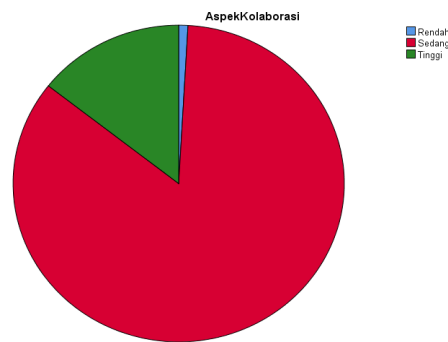


Figure 2. Level Of Altruistic Actions In The Aspect Of Cooperation, From 122 Grade X Students

In the results of the study on the level of altruistic actions in the aspect of cooperation, from 122 grade X students, 14% with a total of 16 students showed a high level of cooperation, 85% with a total of 94 students had a moderate level of cooperation, and 1% with a total of 1 student had a low level of cooperation. The research data obtained showed that the level of altruistic actions in the aspect of cooperation tended to be in the moderate category. Cooperation is the ability to work together with others, accompanied by feelings of pleasure and showing a positive attitude towards others (Ministry of Education and Culture, 2022). From this data, it is evident that most students are skilled at collaborating and coordinating to achieve common goals. Considering the diversity of backgrounds of each group member, but students are still not able to realize that there is a positive dependency between individuals, which will have an impact on their communication skills.

Tucker (2016) stated that cooperation in early adolescence is evident when individuals can align their own actions with those of others in carrying out activities and encouraging others to work effectively and achieve common goals. This means that class X students in the moderate category have played an active role in an activity and have reasonable emotional control in establishing relationships with others; however, when environmental responses do not meet an individual's expectations, there is a risk of losing emotional control in achieving shared goals. Hattie (2023) states that giving praise or encouragement to others is considered vital because it will improve the performance of group members.

The cooperation of class X students in the moderate category in the school environment is demonstrated by their openness to criticism from their peers, as well as their ability to maintain stable emotions when receiving criticism, such as not becoming easily angry, but instead reflecting on themselves. Cooperation is also shown by respecting friends' opinions during discussions. Cooperation that tends to be in the moderate category will increase students' sensitivity to their environment, such as encouraging them to discuss or form groups to gain a deeper understanding of the material from different perspectives.

Level of Altruistic Actions in the Helping Aspect

The data obtained in this study are the results of an analysis of altruistic action levels, including the helping aspect, completed by class X students of Nurul Huda High School in Lumajang.



Table 4.
Frequency Distribution of Altruistic Action Categorization in the Sharing Aspect

No.	Category	Score Range	Frequency	Percentage (%)
1.	Low	$X < 14$	0	0%
2.	Currently	$14 \leq X < 21$	70	63%
3.	Tall	$21 \leq X$	41	37%
Total			111 students	100%

37% (41 frequencies) were in the high category for helping. Meanwhile, 63% (70 frequencies) had a moderate level of helping. None were included in the low category. The level of altruistic actions in the helping aspect tends to be in the mild category.

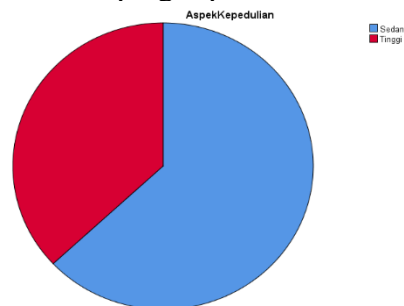


Figure 3. Level Of Altruistic Actions In The Helping Aspect, From 111 Grade X Students

In the research results of the level of altruistic actions in the helping aspect, from 111 grade X students, it showed that 37% with a total of 41 students, had a high level of helping, those with a moderate level of helping were 63% with a total of 70 students, and 0% with a low helping category. The results of the research data obtained indicate that the level of altruistic actions in the helping aspect tends to be in the moderate category. The Ministry of Education and Culture (2022) states that helping is an individual who has paid attention and acts proactively towards conditions in the physical and social environment—helping in the moderate category of class X students, namely individuals who have fostered relationships with people from diverse cultures but are less capable of understanding what other people feel and the perspectives of others.

Collins (2003) states that helping in early adolescence is reflected when individuals have a responsive attitude towards the social environment, according to the demands of their social role, and contribute to society according to its needs. This is true for 10th-grade students in the moderate category who have responsibilities according to their role in a group but still lack social sensitivity or understanding of their environment. Dickinson (2018) states that helping adolescents is also reflected when they use their knowledge about the causes and reasons why others display specific reactions to determine the appropriate action so that others display the expected response. In 10th grade, students in the moderate category exhibit logical considerations in their actions but still lack the responsibility to bear the risks associated with their actions.

Helping students in class X who are in the moderate category in the school environment is a testament to my ability to assist others in need. This is evident in my actions, such as setting aside pocket money to visit a sick friend, helping to find a friend's lost item, and explaining material to a friend who is absent from school. Helping in the



moderate category is also shown by choosing appropriate actions so that others respond as expected, such as approaching a friend who is sad and providing support, actively listening when a friend wants to confide in him about his problems. Helping will have an impact on individuals to appreciate their social environment, as well as create a social situation that aligns with fulfilling the needs of various parties and achieving goals (Sewart, 2015).

Level of Altruistic Actions in Sharing Aspects

The data obtained in this study are the results of an analysis of altruistic action levels, including the sharing aspect, completed by class X students of Nurul Huda High School in Lumajang.

Table 5.
Frequency Distribution of Categorization of Altruistic Action Levels in the Sharing Aspect

No.	Category	Score Range	Frequency	Percentage (%)
1.	Low	$X < 18$	0	0%
2.	Currently	$18 \leq X < 27$	31	28%
3.	Tall	$27 \leq X$	80	72%
Total			111 students	100%

72% (80 frequencies) were in the high sharing category. Meanwhile, 28% (31 frequencies) had a moderate sharing level. None were in the low sharing category. The level of altruistic behavior in the sharing aspect tends to be in the high category.

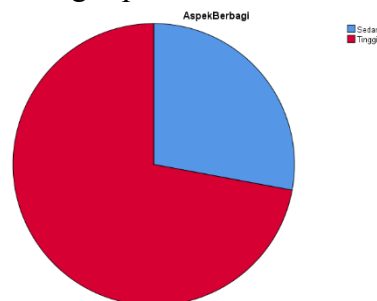


Figure 4. Level Of Altruistic Actions In The Sharing Aspect, From 122 Grade X Students

In the research results of the level of altruistic actions in the sharing aspect, from 122 grade X students, it shows that 72% with a total of 80 students, have a high level of sharing, those with a moderate level of sharing are 28% with a total of 31 students, and 0% with a low sharing category. The research data obtained show that the level of altruistic actions in the sharing aspect tends to be in the high category. Sharing is defined as giving and receiving everything that is important for personal and shared life, and being willing and able to live a life together that prioritizes the shared use of resources and spaces in society in a healthy manner (Ministry of Education and Culture, 2022). Sharing in the high tending category of class X students, namely individuals who can give to peers, people in the surrounding environment, and the wider environment.

Oyler (2013) stated that sharing behavior is formed because of the willingness to share what others feel by helping or assisting them. This is what class X students in the



high tendency category have been able to do. Strive to provide valuable things to people in need in their environment. Ardy (2019) stated that the formation of sharing behavior in early adolescence is caused by parents and teachers providing examples to children in the hope that they will imitate them. This aligns with Wittmer's (2018) opinion, which suggests that more individuals will share if teachers make sharing a priority for everyone. This tendency for high sharing among 10th-grade students may be due to modeling in their environment.

The sharing behavior of class X students in the high category in the school environment is proven by donating by setting aside some of their pocket money to support the school program "Jumfak (Friday Donation)", students also have a spirit of helping others in need, either in the form of goods (for example: pencils, ballpoint pens, erasers, rulers and so on) or money (for snacks). Yusuf (2023) stated that by adopting a give-and-take mindset, students will become accustomed to sharing with others, whether it be attention, spirit, prayers, materials, or energy with people in need.

CONCLUSION

The results of the study indicate that the level of altruistic actions of class X students tends to be moderate. This indicates that all aspects of altruistic actions have been depicted by students in class X. Students have been able to have good interpersonal intelligence. A small number of students with altruistic actions in the high category are individuals who can understand themselves. Most students with altruistic actions in the medium category are individuals who have come to understand themselves but still lack a comprehensive understanding of their environment. There is not a single student in the low category who still exhibits individualism and egotism at Nurul Huda High School, Lumajang. For future researchers, it is recommended that they delve deeper into the factors influencing students' altruistic actions, such as the role of the family, social environment, and extracurricular activities, to gain a more comprehensive understanding. It is recommended that further research employ a mixed-methods approach to gather more in-depth data regarding students' reasons and motivations for engaging in altruistic actions. Guidance and counseling teachers are expected to be able to carry out interventions based on mutual cooperation values through services integrated into the curriculum, in order to strengthen the Pancasila Student Profile in a more applicable manner.

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