

CHARACTER EDUCATION MODEL IN SMK

¹Lita Akhimelita, ²Prof. Dr. H. Soemarto, MSIE; ³Dr. Ade Gafar Abdullah, M.Si.

^{1,2,3} Study Program TECHNOLOGY AND VOCATIONAL EDUCATION
Indonesian Education University, Bandung, Indonesia

Abstract: Behavioral deviation in almost all sectors of life has led to the awareness that "character education" is very important, and evidence that our education system has failed to achieve its objectives. In fact, this failure seems to be no way out - a multidimensional crisis. Education should be the solution for a nation to achieve ultimate progress and prosperity. This study aims to determine the character education model of learners in SMK. In addition to knowing the obstacles encountered and efforts made to overcome obstacles and factors supporting the implementation of character education learners. This research is a qualitative descriptive study. Sampling technique using purposive sampling and snowball sampling so that there are key informants and supporting informants. The key informant in this study was the vice principal of the curriculum field. While supporting informants are deputy principal of quality management, vice principal of student affairs, Islamic religion teacher, and head of workshop. Research data obtained through observation, interview, and documentation. The validity of the data is obtained through triangulation of methods and sources. Stages of interactive analysis through data reduction, data presentation, conclusion and verification. The results showed that: (1) character education planning in SMK done through 2 processes. First, in teacher learning activities develop character value in learning tools such as syllabus and learning implementation plan (RPP). Second, activities outside of teacher's learning develop character building programs in self-development activities, school culture, and extracurricular activities; (2) the implementation of character education through learning activities, self-development activities, school culture, and extracurricular activities. The values of characters that are often invested in learning activities are honest values, tolerance, discipline, independence, curiosity, and responsibility. While the values of character that is often implanted in the activities outside of learning is the religious value, honest value, the value of discipline, the value of love the homeland, the value of environmental care; (3) in evaluation, teachers use student coaching notes and code books; (4) the constraints are the limited control of the school, the media, and the neighborhood, the efforts undertaken to overcome barriers are to establish communication and cooperate with parents of learners; (5) while the supporting factors are government, human resources, facilities and infrastructure, conducive environment condition.

Keywords: Character Education, Character Value, Supporting Factor.

1. INTRODUCTION

Education has a very important role, especially regarding character education. Discussion about character education became a busy discourse discussed in the world of education. Talking about education is never ending. Various problems with character problems arise with the times, such as increased violence among adolescents, the use of language and worsening words, the lower respect for parents and teachers, self-destructive behaviors such as drug use, alcohol, and free sex. And other moral degradation phenomena that place education in Indonesia need to get special attention from both parents, school, and government. To quote William Kilpatrick's words in Thomas Lickona (2013: 1) states that the fundamental problem facing our schools today is the moral question. Other problems stem from this problem. Even academic reform depends on how we put the character forward.

Character education in Indonesia is lately getting the spotlight from the public. This has become a social problem that until now cannot be solved completely. Various problems that led to the assumption that the implementation of education in schools was not able to form a person to be a good person and character. The need for education that can give birth to Indonesians is very important because of the continuing moral degradation in the young generation. Therefore, the strengthening of character education in the present context is very relevant to overcome the current moral crisis. Especially with the perceived inequality of educational outcomes seen from the current behavior of graduate education.

In fact according to experts and observers of education, character education is actually not a new thing in Indonesia, character education has been applied with the name of character education. But so far has not shown optimal results. Seen from a variety of moral issues that continue to show behavior is not characterized, such as: increased promiscuity, the rise of abortion among adolescents, drugs, brawls, robbery by students, corruption cases, dishonesty in the test exam, and the loss of respect for people who older.

This demoralization occurs because the learning process tends to teach moral education and character is limited to the text and less prepare students to address and face a contradictory life. In the context of formal education in schools, it could be one of the causes because education in Indonesia is more focused on intellectual or cognitive development alone, while the soft skill or nonacademic aspects as the main element of moral education has not been considered.

Based on research at Harvard University United States, the success of a person is not determined solely by knowledge and technical skills (hard skills), but more by the ability to manage themselves and others (soft skills). This research reveals that success is only determined about 20 percent by hard skills and the remaining 80 percent by soft skills. In fact, the most successful people in the world can succeed because more supported the ability of soft skills rather than hard skills. This suggests that the quality of character education of learners is very important to be improved (Masnur Muslih, 2011: 84).

Another fact that shows the situation and condition of the students and students in Cimahi, that the decline of the values of faith and character in the young generation and low character owned so leading to immoral behavior, This is very apprehensive with the image of Cimahi as a student city. Some cases of such immoral behavior, such as increased use of illicit drugs among youth, the decline of social solidarity, increased violence involving youth, promiscuity and even abortion, the spread of pornography and action porn, truancy, to a lack of respect for elders.

The above facts indicate that there is a failure in educational institutions in terms of growing a human character or noble character. Because what is taught in schools about virtue values has not formed a characteristic human being, it means that efforts in achieving educational objectives undertaken by schools have not been fully achieved. During this education in schools only prioritize academic achievement that only helps students to be smart and smart, and otherwise pay less attention to character education that helps them become a good human being.

Based on the above conditions and phenomena, the Ministry of National Education has declared cultural education and national character as a national movement. This character education should be implemented by every school. Character education in this school aims to improve the quality of education implementation and results in schools that lead to the achievement of character formation of learners. One school that has implemented character education is SMK.

Based on the pre-survey research, the implementation of character education in vocational schools has actually been implemented for a long time before the government even proclaimed the culture education and character of the nation as a national movement. However, with the implementation of character education is better and directed. SMK is very serious in forming and fostering the character of learners, various efforts taken by the school to apply character education. Character education in SMK in its implementation is integrated in each subject and other programs outside the process of teaching and learning activities (KBM). Character education explicitly does not fit into a single subject, but is integrated in all subjects and outside learning activities such as school culture, extracurricular activities, and other activities.

Through character education is expected learners in SMK able to develop and improve the quality of personality of learners and can independently use his knowledge and internalize the values of character into everyday behavior. Based on these facts, the exact title of research in this research is "Character Education Model in SMK".

2. RESEARCH METHODS

This research is a qualitative descriptive study. This study aims to determine the implementation of character education of learners in vocational integrated in learning activities and activities outside of learning such as: the inculcation of character values in self-development and school culture activities.

Informant determination technique in this research using snowball sampling technique. The snowball sampling technique is the process of selecting a sample using a network (network) where the sample is obtained through a rolling process from one respondent to another. In this research, informative determination technique is also done by purposive sampling. Thus, there are key informants (key informants) and supporting informants. The key informant chosen in this study was the vice principal of the curriculum field. While supporting informants are deputy principal of quality management, vice principal of student affairs, Islamic religion teacher, and head of workshop.

Data collection techniques are the means used to collect research data. Data collection techniques in this study using the method of observation, interview, and documentation. Selection of data analysis technique is based on the purpose of research that has been determined that is knowing the implementation of character education learners in SMK, then the data analysis techniques used is with interactive model analysis. This technique is pursued in the following way:

1. Data Reduction

Data generated from observations, interviews, documentation, and literature studies are still complex data. For that, the researchers made the selection of relevant data and meaningful. The selection is done by selecting the data that lead to the formulation of the problem so as to answer the problems studied.

2. Presentation of Data

Presentation of data is done by looking at the picture data obtained during the research. At this stage, the researchers present data that has been reduced and presented in the form of narrative, which is information on matters relating to research problems.

3. Withdrawal Conclusion

The data obtained then in the analysis of the things that are specific to obtain an objective conclusion. The conclusions are then verified by looking back at data reduction and data display, so that the conclusions taken do not deviate from the research problem.

3. RESEARCH RESULT AND DISCUSSION

a. Planning Character education at SMK

Planning is the whole process of thinking determining all activities that will be done in the future in order to achieve goals. Therefore it is necessary to be able to visualize and look forward to formulate a pattern of action for the future. The existence of planning is a thing that must exist in every activity, planning is poured in a clear concept. Form of character education planning done both in the form of learning activities and activities outside school such as school culture and extracurricular activities by entering and integrating the values of characters developed.

Character education covers the activities of empowering learners to be able to behave independently and virtuously noble character in developing all the potential that is owned so that it can be a smart person intellectually and morally intelligent. Given the importance of character education makes SMKs participate in carrying out character education. This is in accordance with the disclosed Heri Gunawan (2012: 224) states that, character education is integrated in the eyes of learning is the recognition of values, the awareness of the importance of values, and internalization of values into the behavior of everyday learners through the learning process, both in and out of the classroom on all subjects.

As explained earlier, character education planning in SMK is contained in integrated learning activities in every subject and activity outside of learning such as school culture and extracurricular, because there is no specific subject on character education. The planning of character education activity in SMK in the process is done by developing the annual program, semester program, syllabus, and learning implementation plan (RPP) by entering the character values developed. With planning then the activities will be more directed in achievement.

The character education planning outside the learning activities there are program activities and committees of teachers to monitor it. Planning activities outside of learning are prepared and adapted to the educational calendar. Schools in this case plan and organize these activities and instill the values of the characters developed. Planning is arranged with the vice principal of the student field through a teacher work meeting with the facilitator of extracurricular activities and other activities. Schools create programs in order to internalize the values of the characters beyond the learning activities and educate the learners through these activities. Such as: character education camp, religious education, motivate learners by inviting outsiders, praying in congregation at school, and so forth.

Based on the above discussion can be concluded that before carrying out the character education of SMK do planning through the preparation of programs and activities of planting the values of both the character in the learning activities and in activities outside of learning. In the learning activities of the plan is poured by making learning tools such as annual program, semester program, syllabus, and learning implementation plan (RPP) by incorporating the values of characters developed based on learning tools that have been made. While planning in activities outside of learning, in this case schools arrange programs and activities of planting the values of characters in order to internalize these values in school cultural activities and extracurricular activities. Although sometimes the implementation is not in accordance with what has been planned but the teacher still incorporates the character values in the activity.

b. Implementation of Character Education in SMK

1) Implementation of Character Education in Learning Activities.

Implementation is an activity to realize the plan into action in order to achieve the goal effectively and efficiently so it will have a value and a satisfactory result. In the implementation of character education is the core activity of character formation in learners. Implementation of character education contained in the learning activities in the implementation process has been integrated in every subject by incorporating character values.

The process of execution of character education itself should not be placed at the beginning, in the middle, or at the end of learning, because it all depends on the situation and conditions in the classroom. Thus, the learning activities other than to make learners master the competence of the targeted material, also designed and targeted to make learners recognize, aware, care, and internalize the values and make it behavior. Through learning activities expected learners can be intelligent person intellectually and morally intelligent.

In the implementation in SMK, teachers carry out learning activities by inculcating the values of the characters in the students who are guided by 18 values of national cultural character. However, based on the documentation of the value of character that is often instilled in learning activities, namely: honest, tolerance, discipline, hard work, independent, curiosity, responsibility.

Judging from the description of the values of characters that teachers often instilled in learning, it can be concluded that in the SMK has been integrating the values of character into learning activities. This is evident from the results of observations, interviews, and documentation associated with the planting of character values implanted teachers. The values that teachers often instilled are honest, tolerant, disciplined, hard work, independent, curiosity, responsibility.

2) Implementation of Character Education Outside of Learning Activities.

Implementation of character education in instilling character values not only through learning activities, but also through out-of-school activities such as self-development and school culture that includes intra curricular and extracurricular activities. Character education also covers the activities of empowering learners to be able to develop and optimize the potential of the learners. According to the Ministry of National Education (2011: 15) states that, the development of school culture and learning centers conducted through self-development activities, including: routine activities, spontaneous activities, exemplary, and conditioning. This is in accordance with what has been implemented by SMK in developing self-development activities and school culture.

Character education in vocational schools in activities outside the learning of the cultivation of the value of character and culture of the nation through school culture includes intra curricular and extracurricular activities in order to form the character and train the soft skills of learners. Through various activities are expected to support the implementation of character education well. The values are often instilled in activities outside of learning is religious, honest, discipline, love the homeland, and care about the environment.

Based on the above discussion can be concluded that the implementation of character education in inculcating the values of characters outside the learning activities through self-development activities in schools such as school culture, intra curricular activities and extracurricular activities have been implemented SMK. Through these activities are expected to develop and optimize the potential of the learners. So it can support the implementation of character education well.

c. Evaluation of Character Education Implementation in SMK

Evaluation of character education implementation requires special assessment, this assessment is conducted to obtain information objectively, continuously and comprehensively about the process and results achieved, so that later used as a basis for determining the next action. According to Doni Koesoema (2012: 82) that, one method for the character

education can take place continuously and become better is to have a system of character education evaluation in a sustainable manner. This evaluation system should photograph the school as an educational institution, evaluate the program designed and created, and have an individual evaluation system continuously to see how far each individual has really grown and developed in the formation of self into a character.

Evaluation of the implementation of character education conducted to measure whether learners already have one or a group of characters defined by the school in a certain period. Therefore, the substance of evaluation in the context of character education is the effort to compare the behavior of learners with the standard of character indicators established by teachers or schools. Schools in this case determine the success indicators and assess the overall program to see the success of the character education program in accordance with the vision and mission to be achieved. Therefore, there should be an evaluation system to assess the extent to which the character education program was successfully implemented.

Based on the results of research through observation, documentation, and interviews. In the assessment of competence, teachers divide assessment techniques into 3 namely; written techniques, practical techniques, group assignments and independent. Teachers also do the character assessment of learners in learning activities that is by using guidance evaluation of cognitive and affective aspects that refers to the values of character and culture of the nation. This evaluation guide has a separate sheet on the student coaching notes. Each teacher has a student coaching note to assess the learner's character on each of the competency standards he / she taught.

Evaluation procedure by analyzing the program with its implementation, see the attitude and behavior of learners, and with evaluation sheet and attitude observation. Teachers must make an assessment and there is an assessment format that will be submitted to the principal and then the assessment will be combined with academic value. This is in accordance with the expressed vice principal in the field of student affairs that the character education evaluation procedure is done by looking at the order note such as: book attendance, book delay, scoring, and so forth. In the evaluation study is done through assessment in basic competence (KD), and observation of student behavior. The assessment format or instrument used in evaluating the learning activities can be seen in the book B or book behavior of learners in which contains reports of student learning absenteeism, assessment results, student coaching notes, and so forth. While in evaluating the implementation of character education outside the learning activities conducted by observing the behavior of learners, absence of offenses, book delays, scoring, all of which are contained in the book discipline of vocational students. This means that the offending student will get points or assessments from the teacher.

Based on the results of observations and interviews conducted by researchers showed that the behavior of students already seen habituation in accordance with the value of character and culture of the nation is expected, for example from the results of interviews with teachers mentioned that the value of student characters already visible. This is manifested in the form of learning activities such as: getting ready on time, praying before and after lesson, not cheating, prohibition of carrying communication tools during learning, replication, and examination activities, maintaining the classroom environment, carrying out regular duty tasks. As in the form of activities outside of learning such as: celebrating national and religious holidays, enforcing the rule by giving witnesses, praying Dhuhur congregation, and so forth.

Based on the description above can be concluded that evaluation of character education implementation in SMK has been implemented. This is evidenced by the assessment format or instrument used in evaluating character education. Character assessment is done both in the learning activities and outside activities of learning.

d. Factors inhibiting the Implementation of Character Education in SMK

Based on the results of research both through observation and interview there are some obstacles faced by the SMK in the implementation of character education, obstacles are also diverse, including:

1. Understanding the different school people about character education, so it takes patience and hard work from the school in an effort to equalize the perception that the implementation of character education in accordance with the expected.
2. Limited control of the school and environmental factors of students living. In this case the school cannot monitor the activities of children in the neighborhood. This is because learners spend more time at home, so teachers cannot be optimal in monitoring the activities of learners in the neighborhood.
3. The character of a poor dwelling and the lack of attention of parents to learners, is a factor inhibiting the formation of the character of learners.

4. It is not easy to guide learners to have the expected character. Because the character of the different learners and limitations of teachers in observing the character of learners to make teachers not optimal in assessing the character of learners.

From the above obstacles, the obstacles that teachers often experience in the attainment of character education is the influence of the media and the living conditions of the learners which is the obstacle to make the teacher less optimal in monitoring the activities of learners in the neighborhood, so that the unfavorable characters brought from the environment residence to school may affect the character of other learners. In the neighborhood where learners more interact with the community, so that the character of the student's living environment more dominates.

From the statement above, it can be seen that in the implementation of character education in SMK experienced several obstacles, while the obstacles that are experienced such as the influence of media and the environment where learners are not good. However, despite experiencing some school obstacles still try and work hard in instilling the values of the characters in the students.

e. Efforts in Overcoming Barriers to the Implementation of Character Education in SMK

Every process of implementation of character education both in the learning activities and outside learning activities always encountered obstacles. Given the obstacles faced by the efforts made to overcome these obstacles are as follows:

1. The school side coordinates, deliberates, and reminds if there are obstacles in the implementation of character education. Obviously with the effort of mutual cooperation and equate the perception of school residents for the implementation of character education in accordance with the expected.
2. Communication with parents / guardians about the development of learners. The extent to which the attitudes and behaviors of learners while at home.
3. The need for parental support, attention, and supervision in the character formation of learners. Because character education is not only the responsibility of teachers alone, but the shared responsibility for what is applied in school can be in line with the environment where living.
4. Provide advice to learners about the importance of character education and it takes patience and hard work of all school citizens in shaping the character of learners are diverse.

Despite several obstacles, schools have been working to overcome these obstacles. Proven by the efforts made by the school, the character education that has been implemented in school students have been achieved. So it can be concluded that SMK has been carrying out character education on learners.

f. Factors Supporting the Implementation of Character Education in SMK

The successful implementation of character education in SMK is not separated from supporting factors such as:

1. In terms of government policies, funds, human resources (HR), facilities and infrastructure or school facilities that support the implementation of character education allows schools to run policies and steps taken in the implementation of character education.
2. Pre-programmed activities, teachers / teachers have started to implement, socialization of character education and support from school supervisors.
3. Conducive situation, support from all school residents, available or feasible places, this facilitates the implementation of character education in SMK.
4. From facilities and infrastructure, human resources (HR), leadership, and exemplary of the teachers are very helpful implementation of character education.
5. Conducive environmental conditions, as well as support from all school residents.

From the statement above, it can be concluded that the supporting character education implementation in SMK is the government that supports character education, adequate human resources, completeness of school facilities and infrastructure, routine and programmed activities, as well as conducive environmental conditions is a supporting factor in the implementation of character education in shaping the character of the learner.

4. CONCLUSIONS AND RECOMMENDATIONS

Conclusion:

Based on the results of research and discussion about the implementation of character education in SMK, it can be concluded as follows:

1. Character Education Planning in SMK

Character education planning in SMK is done through 2 processes. a). Through learning activities. b). Through outer learning activities. Character education through teacher learning activities develops 18 values of national character in learning tools such as syllabus and learning implementation plan (RPP). Character education through out-of-teacher activities develops character building programs through self-development activities, school culture and extracurricular activities.

2. Implementation of Character Education in SMK

Implementation character education in integrated learning activities on each subject. In teacher learning activities include 18 values of nation character in all subjects. However, in practice, the values of character are often instilled in learning activities, such as: (1) honest (2) tolerance, (3) discipline, (4) hard work, (5) independent, (6) curiosity, and (7) responsibility. While outside the learning activities into the form of self-development activities such as: routine activities, spontaneous activities, exemplary, and conditioning. As well as school culture, intra curricular activities, and activities extracurricular. The values of character are often instilled in activities outside learning, such as: (1) religious, (2) honest, (3) discipline, (4) love the homeland, and (5) care about the environment.

3. Evaluation of Character Education Implementation in SMK

Character education evaluation requires special assessment. Assessment is conducted to obtain information objectively, continuously, and thoroughly so that later used as a basis for determining the next action. Evaluation is done to measure whether the learners already have one or a group of characters defined by the school. Because the substance of evaluation in the context of character education is the effort to compare the behavior of learners with the standard of character indicators set by teachers or schools. Schools in this case determine the success indicators and assess the overall program to see the success of the character education program in accordance with the vision and mission to be achieved.

The assessment format or instrument used in evaluating the learning activities can be seen in the book B or book behavior of learners in which contains reports of student learning absenteeism, assessment results, student coaching notes, and so forth. While in evaluating character education outside of learning activity is done by observation of student behavior, absence of violation, book of delay, scoring, which all contained in book discipline of vocational student.

4. Factors inhibiting the Implementation of Character Education in SMK

Although the process of implementation of character education has been prepared carefully, but in the implementation still runs not in accordance with what is expected. The obstacles faced were varied. Based on the results of research either through observation, interviews, or documentation there are some obstacles faced by SMK in implementing character education, including:

- a) The understanding of different school citizens about character education, so it takes patience and hard work from the school in an effort to equalize the perception that the implementation of character education in accordance with the expected.
- b) Limited control of the school and environmental factors of students living. In this case the school cannot monitor the activities of children in the neighborhood. This is because learners spend more time at home, so teachers cannot be optimal in monitoring the activities of learners in the neighborhood.
- c) The character of poor residence and lack of attention of parents to learners, is a factor inhibiting the formation of the character of learners.
- d) It is not easy to guide learners to have the expected character. Because the character of the different learners and limitations of teachers in observing the character of learners to make teachers not optimal in assessing the character of learners.

5. Efforts in Overcoming Obstacles Implementing Character Education in SMK

The process of implementing character education both in learning activities and outside learning activities always encounters obstacles. Therefore, the necessary efforts to overcome these obstacles are as follows:

- a) The school side coordinates, deliberates, and reminds if there are obstacles in the implementation of character education. Obviously with the effort of mutual cooperation and equate the perception of school residents for the implementation of character education in accordance with the expected.
- b) Establish communication with parents / guardians about the development of learners. The extent to which the attitudes and behaviors of learners while at home.
- c) The need for parental support, attention, and supervision in the character formation of learners. Because character education is not just the responsibility of teachers alone, but the shared responsibility for what is applied in schools can be in line with the environment where living.
- d) Providing advice to learners about the importance of character education and the patience and hard work of all schoolchildren in shaping the diverse character of learners.

6. Supporting Factors of Character Education Implementation in SMK

The successful implementation of character education in SMK is not separated from several supporting factors as follows:

- a) In terms of government policies, funds, human resources (SDM), facilities and infrastructure or school facilities that support the implementation of character education allows schools to run policies and steps taken in the implementation of character education.
- b) Programmed activities, teacher / mother teachers have started to implement, socialization of character education and support from school supervisors.
- c) Conducive situation, support from all school residents, available or feasible places, this facilitates the implementation of character education in SMK.
- d) From facilities and infrastructure, human resources (HR), leadership, and exemplary of teachers are very helpful in the implementation of character education.
- e) Conducive environmental conditions, as well as support from all school members.

Suggestion:

Based on the conclusion of the research results described above, it can be submitted some suggestions that are useful for improving the implementation of character education in SMK. Here are some suggestions that can be asked in this research include:

1. Schools are expected to seek to improve parents' understanding of character education, especially in the family environment, due to limited school control. This can be done by increasing the role of parents in character education, both in the family environment and society. So hopefully learners can have good character.
2. The need for parental support, attention, and supervision in the character formation of learners. Because character education is not only the responsibility of the school alone, but the shared responsibility for what is applied in school can be in line with the family environment and residence.
3. Character education assessment is not only done in learning activities, but outside the learning activities such as extracurricular activities and others in order to know the extent to which the character education attainment.

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