

## **IMPLEMENTATION OF CHARACTER EDUCATION THROUGH ICT LEARNING AT ELEMENTARY SCHOOL**

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**Abstract:** The digital revolution is one of the causes of the changing civilization of society. Changes in society occur in the decline of morality and the many social problems that occur in this nation. Character education is a necessity in an effort to face the challenges of globalization at this time. Character education is a movement of education in schools to strengthen the character of students through harmonization of the heart, taste, thought and sports with the support of public involvement and cooperation between schools, families, and society. Character education is a national movement in creating schools to develop learners to have ethics, responsibility, and caring, by applying and teaching good character through an emphasis on universal values. Character education is a deliberate, proactive, and done effort by schools and governments to instill core values in ethics, such as caring, honesty, fairness, responsibility, and respect for others. Schools should be able to develop character education through learning, habituation, extracurricular activities, and working with families and communities. That's why it takes the implementation of character education, one of which can be done when learning ICT in Elementary School. This article is a literature review based article using qualitative approach and descriptive-analysis method, trying to study about how character education in Indonesia. The result of the study shows that the process of internalization of character education in ICT learning can be transformed by doing the culture in the school environment by integrating character education in teaching materials so that habituation, assignment and exemplary become an integral, holistic part which continuously become part studied, understood, and practiced in everyday life.

**Keywords:** Internalization, Character Education, Learning, ICT, Elementary School

## **1. Introduction**

The 21<sup>st</sup> century brought about a change in the era that was popularly known as the era of globalization. Globalization is characterized by sophistication in the fields of communication, information, and transportation technology that bring countries in the world into the global network system, one world has changed to a new world civilization. Globalization in political, economic, social, and cultural life can have a positive or negative impact on the Indonesian nation because with the sophistication of technology all information coming from various parts of the world can be accessed anywhere and anytime (Ruyadi, 2011, p. 331).

The impact of globalization that is taking place today brings Indonesian people to forget the nation's character education. If it is not anticipated by strengthening the cultural and religious filter, then globalization will be able to harm the existence of the nation's cultural values. National character education is the foundation for a nation in an effort to help the development of children's souls both physically and mentally. The government has scheduled the importance of character education to be implemented in schools and has become a national virtue as outlined in the legislation.

Character education is an ongoing and never-ending process as long as humans still exist on this earth. Therefore, in the context of character education purposes, there needs to be good and synergistic management among various educational components involved both formal, non-formal, and informal, both at school, family, and community (Harun, 2013).

A good and quality education is a hope and a goal for the Indonesian people, education is expected to give birth to Indonesian people as a whole, as mandated by our normative rules. Quality education must be provided through the paths, types, and levels that exist in our education system. Quality education can be carried out with a shared commitment between the government, community, and family. Quality education in every type, level, and path of education must be accessible to all Indonesians.

In the National Education Law Number 20 of 2003, the role of education is directed towards achieving national development that can be approached through aspects of religion, psychology, culture, and of course the scientific aspect. National Education System Law Number 20 of 2003 mandates that national education functions to develop capabilities and form dignified national character and civilization in order to educate the lives of the nation, aiming to develop the potential of students to become believers and fear of God, noble, healthy, knowledgeable, competent, creative, independent, a democratic and responsible citizen.

The formation of children's values, morals and character must be done early. Parents and families of course have a major role, and schools, especially primary schools, are periods of education that are very important for the development of children's morality. Schools as an organization are required to carry out their goals, namely to form students with character through guidance to students, this goal can be achieved if it involves all the elements in it (Ansori, 2016).

But in reality, today there are still difficulties in realizing this goal, sociologically there are still a variety of bad behavior in society that are far from character education (Budimansyah, 2014, p. 17). In line with Budimansyah's opinion, according to Hakam (2013, p. 3) immoral acts began to touch elementary school age children. They are involved in drugs, acts of violence between friends, sexuality, even murder. This phenomenon indicates the weight of the burden that must be borne by the school in realizing the goal of national education, namely developing the ability and shape of dignified national character and civilization.

Character education is often referred to as value education because character is a value in action, a value manifested in action (Lickona, 1991). Characters are also called operative values or values that are operationalized in actions (behavior). Character education is basically an effort in the process of internalizing, presenting, cultivating, and developing the values of goodness in students. Internalization of virtue values in students can be done through the creation of a good school culture. Character education cannot be done in a vacuum that is free of value because character is closely related to life (Suryadi, 2015, p. 95).

Elementary school as one of the main educational organizations in the primary education level aims to provide basic skills to students to develop their lives as individuals, community members, citizens, and members of humanity, as well as preparing students to attend secondary education (government regulations Republic of Indonesia number 28 of 1990). According to Hakam (2011, p. 394), in the practice of national education, elementary schools are the first level of formal education that determines the direction in the potential development of students. Therefore, methodological errors in character education in elementary schools will have a long impact on the moral life of individuals.

To create character education, principals should design programs to improve the four main competencies of teachers (pedagogic, personality, professional, and social) based on value education. The provision of special training to teachers about approaches to value education and the strategy of integrating character values into learning design (syllabus and RPP (Lesson Implementation Plan)) is one of the basic needs that need to be facilitated by the Principal through the learning teacher meeting (MGMP) forum or cluster organization (Hakam, 2013).

For the success of character building in schools it is necessary to involve all elements of school resources including students, staff, teachers, parents of students, school committees, and the entire school community. Principals need to organize activities or involve teachers, including: workshops, discussions between teachers, curriculum development and teaching, school hygiene movements, worship activities, student organizational development, discipline enforcement, sports competitions, art competitions, life skills education, and set an example (Ansori, 2016). All human resources in the school must begin to realize that the success of coaching character education in schools, departs from the integration of all elements so that each must carry out their main tasks and functions.

Muhtadi (2011) explains that the reason why important character education to be given in the education process is based on the results of research by Heckman, James, and Pedro Carneiro cited by Megawangi (2010) which shows that a person's intellectual intelligence only contributes 20% of one's success in society, while 80% is more determined by someone's emotional intelligence. Emotional intelligence refers to noble character or character. The study is in accordance with the results of George Boggs's research, which was also quoted by Megawangi (2010) which shows that of the 13 factors supporting one's success in the world of work, 10 of them (almost 80%) are the quality of one's character, and the rest (three) relate to intellectual intelligence factor.

## **2. Discussion**

### **The Importance of Character Education in the Learning Process**

Since time immemorial, Indonesia is a nation known as a nation that adheres to eastern customs that are full of good manners, hospitality, honesty, and uphold the spirit of togetherness or mutual cooperation and respect for each other's price. the dignity of others. These values constitute the cultural heritage and noble character of the nation as well as forming the Indonesian civilization that needs to be preserved and maintained its existence in the life of the nation and society everyday, in the midst of the rapid development of globalization. Thus, the Indonesian nation will not be a nation that loses its identity or character in the midst of the strong current of globalization.

But in reality the development of the Indonesian people in the last few years has led to regressive changes, especially in the field of ethics and morals. Extraordinary moral decadence has caused the decline of the Indonesian people who used to be known as a polite and religious nation to become a violent, corrupt, and many people violate religious norms. The decline in the achievements of the nation's children and the bad image become ironic and evidence of the decline of our nation.

Changes in the nation both leading to progress (progressive) and those that lead to decline (regressive) are problems directly or indirectly related to the implementation of education, both formal, non-formal, and informal. Therefore, strengthening the content of character education in our education process needs to continue to be a major concern in the framework of building quality and character-based human resources.

Character education is absolutely necessary and implemented in formal education institutions. Character education is not only important as a curative step towards the symptoms of demoralisation and social pathology in society, but also as a preventive step and an improvement in the quality of education in Indonesia in the context of establishing a full Indonesian human being or the formation of good Indonesian citizens that reflect the character of national life (Sukadi, 2011, p. 116).

The need for character education was also felt in the 21<sup>st</sup> century and felt a worrying value/moral crisis. Character education is indispensable on the basis of arguments: the existence of real and urgent needs; the process of transmitting value as a process of civilization; the role of the education unit as a moral educator that is vital at the time of weakening value education in society; there is still a code of ethics in a society that is full of conflict of values; the need for democracy for moral education; the real fact that there is no value-free education; moral issues as one of the problems in life, and there is a strong foundation and broad support for moral education in the education unit (Winataputra & Saripudin, 2011, p. 34-35).

Based on the results of Marvin Berkowitz's study, students who came from school by applying character education showed an increase in motivation in achieving academic achievement. The classes involved in character education also showed a drastic reduction in students' negative behavior which hampered academic success.

Williams added that with character education, a child will be more emotionally intelligent. Williams explained that there is a tendency that students who have emotional problems will have difficulty learning, socializing, and controlling their emotions. Conversely, children and adolescents who have a character or have high emotional intelligence, tend to avoid problems that are usually faced by adolescents, such as juvenile delinquency, brawls, free sex, and drug abuse.

At the implementation stage, learning experiences are developed and learning processes that lead to character formation in students. This process is carried out through a process of civilization and empowerment as one of the principles for the implementation of national education. In the pillar of education there are two types of learning experiences that are built through two approaches namely intervention and habituation. In the intervention developed learning atmosphere that is deliberately designed to achieve the goal of character building by implementing structured activities. Whereas in habituation, situations, and conditions are created and reinforcement that allows students in their education units to get used to behave according to their values and become characters that have been internalized and finalized from and through the intervention process (Kemdiknas, 2010, p. 11-12).

There are many character values that may need to be given in the process of implementing education, especially in schools to form our nation's generation that is quality, dignified, and characterized. The basic character values that need to be developed include: piety, responsibility, discipline, honesty, courtesy, caring, hard work, good attitude, tolerance, creative, independent, curiosity, nationalism, respect, friendship, and love peace.

Character education is very important in the framework of the development of quality, dignified, and characterized human resources, so that it needs to be truly maintained so that the utilization of Information and Communication Technology (ICT) does not interfere with the formation of students' character, but rather supports it.

Character education models that are carried out formally through subjects in schools have been less effective because they emphasize more on the cognitive aspects (Wahyu, 2011, p. 230). Character education especially for elementary school children should emphasize the affective aspects. Psychologically, the mental development of students at elementary school age is still dominated by empirical aspects. Their abstraction ability has not developed well. Therefore, their way of learning is still dominated by imitating what they see.

In order for the implementation of character education through ICT learning to run effectively in achieving its goals, teachers should be able to provide teaching materials in an interactive way and be able to make students creative. The learning process must be fun and meaningful. In this context, the role of the teacher in the interaction process of learning should not be too dominant, but it acts as a

facilitator and motivator of learning. Learning is not teacher-centered, but is more centered on students or more places students as students rather than as students.

### **Character Education with Integralistic Patterns**

The scope of the education unit is a vehicle for character building and development carried out using (a) an integrated approach in all subjects, (b) the development of the education unit culture, (c) the implementation of co-curricular or extracurricular activities, and (d) habituation of behavior in life in the education unit environment. Character building through education units is carried out through early childhood education to higher education (National Policy, 2010, p. 5-6).

Theoretically, there are two approaches offered by many parties in applying character in schools. First, character education is positioned as a separate subject. Second, character education is positioned as the mission of each subject or integrated into each subject (Zubaedi, 2012, p. 269). Actually the things contained in character education already exist in the curriculum, but so far they have not been taught explicitly. So character education is not taught in special subjects. But it is carried out through daily learning that has been running in school (Nurchaili, 2010).

The integration of character education into the school curriculum is the right step because the curriculum is the heart of education that can raise awareness of the younger generation of the characters needed in the framework of nation and state (Kemdiknas, 2010). Character education in an integrated manner in learning is carried out by recognizing values, facilitating the awareness of the importance of values, and internalizing values into the daily behavior of students through the learning process, both taking place within and outside class in all subjects. Basically learning activities, in addition to making students master competencies (learning material) that are targeted, are also designed to make learners know, realize or care, and internalize values and make them behavior (Triatmanto, 2010, p. 192).

Integration can be done in the substance of the material, approaches and learning methods, as well as the evaluation model developed. Not all the substance of the subject matter is suitable for all characters to be developed. In principle, all subjects can be used as a tool to develop all the characters of students, but in order to avoid overlapping and neglecting one of the characters to be developed, mapping needs to be done based on the closeness of the material with the characters that can be developed. Integration of character education can not only be done in subject matter, but also in teaching techniques and methods that can be used as a character education tool (Zubaedi, 2012, p. 269).

Learning materials related to norms or values in each subject need to be developed, explicitly, and linked to the context of everyday life. Thus the learning of character values is not only at the cognitive level, but touches on internalization, and real practice in the lives of everyday students in the community.

To overcome or at least to reduce the problem of moral degradation, it is necessary to develop a curriculum so that it can be implemented carefully, directed, and achieved goals (Sumantri, 2011, p. 5). Character education requires an ongoing process, which is carried out through various subjects in the curriculum. This means that there needs to be a curriculum breakthrough effort in the form of developing values that are the basis for character education. So that the values and characters developed in students will be very strong and have a real impact on their personal lives, society, nation, and humanity.

There are 18 national cultural values and characters that are developed through schooling programs. These values are: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, friendly/communicative, love of peace, love of reading, care for the environment social care, and responsibility (Kemdiknas, 2010).

Each teacher is expected to be a character education teacher (Mulyasa, 2014, p. 59) and is competent to educate students' character. Teachers as the spearhead of the implementation of learning should be able to concoct an integrated curriculum that can touch all children's needs. One of them is

by implementing a holistic character-based curriculum. According to Yuniawan (2014, p. 63), the support of all subjects against is very necessary and all subject teachers are required to have: (1) planning teaching methods; (2) the ability to develop teaching materials; and (3) evaluation of learning.

The learning process of character values is integrated in each subject or integrates character values on each teaching material from each subject. Character education is basically inherent in every subject because each subject basically has character values that must be passed and achieved by students. According to Irawati and Elmubarok (2013, p. 82) teachers do not need to change the existing subject matter, but the teacher can use the subject matter to develop character values.

There are many ways to integrate character values into subjects, namely expressing the values contained in each subject, integrating character values directly into subjects, using parables and making comparisons with similar events in the lives of learners, turning negative things into positive values, expressing values through discussion and brainstorming, using stories to bring up values, telling life stories of successful people, using songs and music to integrate values, using drama to describe events that contain values, using various activities such as charity activities, social visits, field trips or outbound, and activity clubs to bring about human values (Zubaedi, 2012, pp. 273-274).

The results of research conducted by Zuchdi, Kunprasetya, and Masruri (2013) state that character education with a comprehensive approach that is integrated in learning the field of study and the development of school culture has proven effective to improve learning outcomes and actualization of integrated values.

Science as scientific knowledge is produced through scientific methods and scientific attitudes. For learning, it must instill scientific knowledge, scientific methods and scientific attitudes. The scientific attitude that is instilled is objective, honest, respecting the opinions of others, working together, being careful, and careful. Science learning not only understands what, why, and how science is, but also can instill these values for human learning. An example is in biology learning. According to Yudianto (2011, p. 244) Biology learning with the nuances of character education is very important to be carried out in schools to achieve the goals of national education and overcome moral decadence that occurs in today's society. Biology Learning instills and develops character education by modeling (amtsal) which convey messages of behavior and morals.

Another example is in Mathematics. There is a sum problem:  $10 + 15 + 20 = . . .$  A child can answer this question, but this question has no meaning. To interpret it, the teacher can turn it into a story problem like this: Ali can lift a weight of 10 kg, Aziz can lift a load of 15 kg, and Ahmad, whose body is the biggest, can lift a load of 20 kg. If the three children work together to help each other, how much weight can be lifted together? Thus, we instill the value of cooperation and help each other in the matter (Suresman, 2011, p. 574).

### **Integration of Character Education in Information and Communication Technology Lessons**

Through the subjects of Technology, Information, and Communication (ICT) teachers can instill positive characters by giving direction to students in utilizing information media that is increasingly accessible and open. Education opens students' understanding and awareness of the facts, many important information can be accessed by students, but there is also a lot of unimportant information that even damages students' moral and character. It is very important to instill the character of truth, honesty, trustworthiness, feel the presence and supervision of God, and fear of sinning so that it will build commitment in upholding religious values, self-respect, and can avoid anything that is forbidden.

The step of integrating character values in each subject including exact lessons such as ICT is done by including the character values in the syllabus and the Learning Implementation Plan (RPP).

The implementation of these values in the syllabus is carried out in the following ways (Zubaedi, 2012, p. 297):

- a. Reviewing Competency Standards and Basic Competencies to determine whether the content of values and characters are implicitly or explicitly stated in the Competency Standards and Basic Competencies included in them.

- b. Shows the relationship between Competency Standards-Basic Competencies, values, and indicators to determine the value to be developed.
- c. List values and characters into the syllabus.
- d. List the values listed in the syllabus to Learning Implementation Plan (RPP).
- e. Developing the learning process of active students which allows students to have the opportunity to internalize values and show them in appropriate behavior.
- f. Providing assistance to students who have difficulties in internalizing values and showing them in behavior.

Based on Government Regulation Number 19 of 2005 concerning National Education Standards, paragraph 6 (1) states that ICT is included in the group of subjects in science and technology. The group of subjects in science and technology in elementary school is intended to know, act, and appreciate science and technology, as well as instill the habits of thinking, behaving critically, creatively, and independently (Kesuma, Triatna, and Permana, 2013, p. 35). The formulation of the character education goals shows clearly and unequivocally that the group of subjects of science and technology is charged with character education and it is not possible only to carry out cognitive education.

Formally, the ICT has a primary mission besides character development, it is mandatory to develop a character education learning plan that is integrated into the subject/activity of the subject so that it has an accompanying impact on the development of the character in students (Mulyasa, 2014, p. 267).

According to Xiaoman (2006) ICT subjects use exploration learning methods that include regular, scheduled, and precise moral values.

In the process of implementing learning through ICT learning, students are not only led to find and obtain information, but also directed to have the ability to create information on the internet. In other words, in the learning process through ICT, students must be directed to be able to become producers of knowledge, and not just limited to being knowledge consumers or technology connoisseurs, so that it can bring more positive changes to students. In order to become a producer of knowledge, the culture of reading and writing must be trained through the proper use of ICT. The teachers also have to learn blogging in order to be able to give examples to their students. With blogging, teachers and students will become accustomed to writing. As a saying that “one example exemplifies 1000 times more words”. Teachers must be able to provide good examples of utilizing ICT, especially the internet in a healthy and productive manner. That way they will see the example of the teacher in the use of ICT in schools. The students will eventually also follow in running a healthy internet with a healthy heart as well. A healthy heart is derived from the formation of cultural education and characters that are continuously developed by teachers.

In utilizing ICT, it is also necessary to instill shame in students and strict rules so that children: (a) do not come into contact with pornography, (b) do not commit plagiarism, and (c) are not allowed to continue to consume games or games other online on the internet is fun. If we let our students only consume online games continuously, then we will produce a generation of gamers, and not programmers, that is a generation that can create exciting games.

Programmers we really need in creating educational content. That way this education will advance and be on par with other countries. In the ICT learning process, students should not only be directed to the operator class but become active programmers who make them creative in creating innovative programs that can be proud of.

ICT must be truly utilized with the aim of students being able to listen well, speak, read, and write. That way they will be able to convey their message to the public and make themselves great extraordinary people because they have good language skills.

All of the above must be integrated in ICT-based character education. ICT must be used as a means to apply the basic values of character education, and can be utilized as well as possible so that the generations of this nation can develop their creativity.

One of the easiest examples in character education is the cultivation of honesty values. The teachers must be able to instill honesty in every student. Not telling lies and being able to say right in all attitudes and behavior. These honesty values can be invested and controlled through the medium of social media booming now, both among children and adults. Honest attitudes and words of students will easily be captured clearly from the teachers' social media, if their students are friends with him. Therefore, social media can be used as a means to build closer communication between teachers and their students. Through social media teachers can invite dialogue or discussion with students, so that positive communication can be established between teachers and students. The occurrence of positive communication between teacher learners will be able to help improve the quality of learning interactions and make effective the achievement of learning goals, in addition to being able to direct the attitudes and behavior of students in a better direction.

Other character values that need to be instilled through ICT are reading culture. The reading culture that has begun to disappear from the world of our children must have been revitalized with educational content created by teachers through school blogs or websites. This is where the teachers must be able to write, and make their students become fond of reading. Content or subject matter can be included in the MOODLE or Blog application server based on Content Management System (CMS). In that place, teachers can creatively make their own learning media. Teachers can also make tests or exams online.

It would be wonderful if our students were able to surf in a healthy way, spread the news correctly, and be able to share their memorable experiences in their blogs. That way their writing skills will be honed well, because they often write on blogs.

Furthermore, so that character education can run comprehensively in the process of education in schools, the application of character education in schools needs to hold the following principles: (a) Sustainability means that the process of developing national values and character is a long process begins from the beginning the students enter until finished from an education unit. (b) Through all subjects, self-development, and school culture (c) Value is not taught but developed means that the material of cultural values and national character is not teaching material for ordinary learning. (d) The education process is carried out by students actively and pleasantly.

The teacher will be given convenience in preparing the RPP because the elements of the karkater have been contained in the curriculum so that the teacher will be able to convey the learning material as well as the contents of the character values.

Examples of creative ways of character education for elementary school children (Kiong, 2016, p. 23)

Character	Problem	Solution	Benefits
Discipline, neat, responsible, independent, creative.	Students carelessly store computer devices (PC, mouse, mouse pad).	Give the name of the label to the place of the computer device so that students keep it in place.	The computer laboratory atmosphere will be more neat and orderly.

Koeseoma (2009) stated that in the world of education there were enough examples and dishonest behavior by individuals, ranging from students who cheated or copied the work of others without including resources and looking for excuses to run away from responsibility for tasks school given by the teacher. This condition confirms that teachers who teach any subject must have attention and emphasize the importance of character education for students (Lumpkin, 2008, p. 45). ICT teachers as educators who teach typing in Ms. Word must emphasize the honest attitude in every quote used when working on the task stated that in the world of education there were enough examples and dishonest behavior by individuals, ranging from students who cheated or copied the work of others without including resources and looking for excuses to run away from responsibility for tasks school given by the teacher. This condition confirms that teachers who teach any subject must have attention and emphasize the importance of character education for students (Lumpkin, 2008, p. 45). ICT teachers as



educators who teach typing in Ms. Word must emphasize honesty in every quote used when working on a task. So that students do not just copy and paste the work of others without mentioning the source used.

### **3. Conclusion**

Teachers who are reliable, professional and highly competitive, and have a strong and intelligent character are the basic capital in realizing quality education that is capable of printing human resources with character, smart, and high moral. Therefore, the implementation of character education in schools must begin with the integration of character education in each subject. If the teacher already has a learning tool that is integrated with character education, then of course the character education process at school will be carried out more effectively. Basically, all subjects can be integrated with character education, including subjects that contain science such as Information and Communication Technology (ICT).

The benefits of a literature study on the integration of character education are that it can provide awareness for educators that character education is very important to be implemented in the learning process in each subject. In the future, there needs to be textbooks for all subjects but at the same time can teach character values so that it will facilitate achieving the desired learning goals.

The recommendation of this journal is that every teacher must be able to bring up or express character values in the Learning Implementation Plan (RPP) framework:

- a. the preparation phase of the learning process, namely competency standards, basic competencies, learning objectives, and learning indicators;
- b. the implementation stage is introduction, core, and closing;
- c. the evaluation phase is the assessment of learning outcomes.

The teacher will be given convenience in preparing the Learning Implementation Plan (RPP) because the character elements are already contained in the curriculum so that the teacher will be able to convey the learning material as well as the contents of the character values.

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