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**LOVE OF HOMELAND CHARACTER EDUCATION THROUGH GREEN HARMONY
PROGRAM IN STATE ELEMENTARY SCHOOL BORDER SAMBAS - MALAYSIA**

Mustapa

Universitas Tanjungpura, Pontianak, Indonesia

E-mail: halilmustapa@gmail.com

Abstract

This research aimed to know the character education of love of homeland through a green harmony program at Border State Elementary School Sambas - Malaysia. Which viewed from the aspect of planning, implementation, and evaluation of learning characteristic of green harmony. Place of research conducted at Sajingan Besar 03 State Elementary School and Sasak 07 State Elementary School. This research was qualitative research that produces descriptive data. The subject of this research were headmasters, teachers, and students. Data collected by interview, observation, and documentation. Data were analyzed using data analysis techniques with data collection steps, data reduction, data presentation, and data verification (drawing conclusions). Technique examination of data validity by using technique triangulation and source. The results showed that character education through green schools program implemented in the planning, implementation, and evaluation of learning was running well. Characteristic learning planning begins with an understanding of school programs and planning of learning scenarios. The implementation of learning was carried out by applying SERU's learning (happy, effective, friendly, unique) and contextual learning approaches. Characteristic learning evaluation was conducted by observation, anecdotal record, and portfolio.

Keywords: Character Education, Love of Homeland, Green Harmony

Introduction

In the midst of global and complex world development, the principles of education to develop ethics, values, and character of students become principles that must be held. But it needs to be done in a different or creative way so that it is able to adjust to the development of life. Teachers must have a strong commitment to implementing education that is centered on the potential and needs of students.

Problems that often occur in class teachers tend to teach in the same way for almost all subjects, emphasizing cognitive aspects (including in learning civic education), and tend to be dominant. The material taught also tends to be limited to what is in the written curriculum and the textbook used. Besides that, it is undeniable that education in this period has been influenced by global culture, which affects the perspective, lifestyle, and culture of a nation so that there is a shift in the moral values of the nation's culture. For this reason, the character education of love of homeland is very necessary for the school environment to realize the next generation who are proud to be Indonesian citizens with existing repertoire and culture.

The National Commitment regarding the need for character education is imperatively stated in Law Number 20 of 2003 concerning the National Education System. In Article 3 it is stated that: "National education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aiming at the development of potential students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. "

If observed from seven out of ten potential students who want to be developed (believers, fearful, noble, healthy, knowledgeable, competent, creative, independent, democratic, responsible) are very closely related to character, namely; have faith, piety, noble character, creative, independent, democratic, responsibility. In educational institutions, efforts to foster awareness in the community in managing the environment are very important, besides the character of students is expected to care about the environment by participating in or participating in environmental management activities. According to Maisyaraotul and Fida (2014: 479) in his journal emphasized the importance of environmental education in schools that the integration of environmental education into school programs is expected to be a habituation process so that behavioral development is expected, the attitude of students to respect, love and care for the environment life that can become a daily habit.

Strategic primary school education for character education, but in fact the existing early education system is too oriented to cognitive development and not paying attention to the development of affective, empathy, and sense of students. If the character of the child has been formed since childhood from the social environment to elementary school, the generation of Indonesian people will become human beings with character, who can be the successor of the nation for the creation of a just, honest, responsible society, so that a safe and secure society is created. peace in a country.

The definition of character education is defined by Kasmawati and Zainudin (2014: 2) in his research that "Character education is defined as value education, arrangement of education, moral education and disposition of students' ability to decide, to take care and to create goodness" (" Character education is defined as value education, regulatory education, moral education, and disposition education to develop students' ability to decide, to take care and make good "). Lickona (2012: 31-36) defines character education as a consciously designed effort to improve the character of students. In the grand design of character education proclaimed by the government, character education is a process of civilizing and empowering noble values in the environment of education units (schools), family environment, and community environment (Ministry of National Education, 2010: 2-4). Further explained by Muhammad Yaumi (2014: 7), character education is morality, truth, kindness, strength, and attitude of someone who is shown to others through action. Character education according to Battistich (2009: 3) "Character education as a deliberate use of all life dimensions for optimal character development" ("Character education is an intentional use of all dimensions of school life to encourage optimal character development").

From some of the opinions above, it can be concluded that character education is efforts that are designed and implemented systematically to help students understand the values of human behavior related to God Almighty, self, fellow human beings, environment, and nationality that manifest in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs.

According to Dyah Sriwilujeng (2017: 35), love of homeland is a feeling that arises in the citizens of a country to serve, maintain, defend and protect their homeland from all threats and disturbances. Next, he gave an example of the attitude of love for the homeland, among others: (1) proud of Indonesian customs, (2) proud of being Indonesian citizens, (3)

maintaining the good name of the nation, (4) soul and personality in accordance with Pancasila values.

The reason of the authors conducted this study because character education for elementary school children aims to improve the quality of educational processes and outcomes that lead to the formation of complete and integrated character and noble character of students in accordance with graduate competency standards.

The school program in the Sajingan Besar 03 State Elementary School and Sasak 07 State Elementary School is the Green Harmony School Program. This program has the privilege of implementing green contextual education. The "green" content in green contextual education refers to the integration of various local resources into learning. Green also means harmonious conditions, which can be achieved through the planting of positive characters for students to be able to live in harmony with themselves, with the Creator, with others, and with nature.

Based on the results of the interview, and observations, the purpose of this study was to describe the planning, implementation, and evaluation of the love character education of the country through a green harmony school program at the Sambas-Malaysia State Elementary School.

Research Method

This study uses a qualitative approach. Qualitative research defined by Bodgan and Taylor (Moleong, 2017: 4) states that qualitative research produces descriptive data in the form of written or oral words from people and observable behavior.

This type of research was chosen to describe the planning, implementation, and evaluation of learning in instilling the character of love for the homeland through a green harmony school program at the Sambas border elementary school in Malaysia.

The researcher acts as the main instrument that goes directly to the research location. The location of the study was at the Sajingan Besar 03 State Elementary School and Sasak 07 State Elementary School. The informants were principals, teachers, and students.

Data collection techniques are carried out by structured interviewing techniques to principals, teachers, and students. In addition, data collection is also carried out by learning observation from class I to class VI, as well as study of documents relating to research problems. Researchers in data collection are assisted by data collection tools in the form of interview guidelines and observation guidelines and are supported by audio-visual recording devices in the form of mobile phones.

The data in this study were analyzed by interactive model data analysis techniques Miles and Huberman (2015: 12). The steps of data analysis are data collection, data reduction, data display, and conclusion drawing. Data collection is a process of data collection activities carried out by researchers through interviews, observation, and study of documentation to get complete data. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones. Data presentation is compiling a set of information that gives the possibility of drawing conclusions and taking action. Conclusions are a re-aim on the notes in the field. Conclusions can be reviewed from the data that must be tested for its truth, strength, and compatibility, which is its validity (Moleong, 2015: 307).

To check the validity of the data, researchers used the source triangulation technique. Source triangulation in this study was conducted by interviewing principals, teachers, and students. In addition, source triangulation is also done by observing the learning process of class I teachers to class VI teachers. This study also uses triangulation with data collection techniques, namely by checking data to the same source with different techniques. The

researcher took data in one class with the technique of interviewing the teacher in the class and observing the learning. This is done to test the credibility of the data found.

The research procedure is carried out in three stages, namely: 1) The pre-research stage, is the stage of making a research design, making a research instrument and making a research permit. 2) Research phase, which is conducting research, conducting interviews with principals, teachers, and students. In addition, the researchers observed the implementation of learning and related documents. The researcher also conducted a literature review, which was collecting data from information and books related to character education. 3) Stage of making reports, researchers compile data on research results to be analyzed and then described as a discussion and formed a research report.

Results and Discussion

Results

The research findings are in accordance with the focus of the study, namely: how are the planning, implementation, and evaluation of learning for the love character education of the country through a green harmony school program in the Sambas Border State Elementary School - Malaysia?

The data of this study were divided into two, namely the data from interviews at Sajingan Besar 03 State Elementary School obtained from 11 informants, namely: principals, Christian religion teachers, class I teachers, fourth and fifth-grade teachers, and 6 students. While in Sasak 07 State Elementary School there were 10 people consisting of principals, class II teachers, class III teachers, class VI teachers, Islamic teachers, and 5 students. While the observational data (learning process and document study) in Sajingan Besar 03 State Elementary School were obtained from 3 classes, namely class I. Class IV and class V. Observations were also conducted in Sasak 07 State Elementary School in class II, class III, and class VI.

Discussion

The results of the research data were obtained through interview techniques, observation and study documents obtained results described as follows:

Fig. 1 Implementation of Character Education through the Green Harmony School Program

Based on the picture above, it can be explained in more detail as follows.

1. Character Learning Planning

Planning character learning through the green harmony school program is carried out through two stages, namely:

a. Understanding The School Program

Based on the results of interviews with school principals and teachers, it can be concluded that most have understood about the school program that will be implemented. The understanding of principals and teachers on character is the basic capital for implementing character education at the school. The good character must be known and implemented in our education system. The crisis of the role of the teacher is not solely on the teacher's lack of understanding of teaching material, but also due to the deepening and inspiration of what the teacher should produce in the learning process. According to Lickona (2015: 7) that schools have two main objectives, namely smart and well-behaved. Based on Lickona's opinion, teachers have understood that the purpose of school and character education is to create good students, this is in line with the teacher's statement that character education aimed at cultivating good personality values, starting from responsible thinking and behavior answer.

The teacher's task was also expressed by Mr. National Education Ki Hadjar Dewantara (2011: 482) that the task of the teacher (pamong) is to educate means to guide the growth of character in the lives of our children so that they would later become civilized and deserving human beings. Teachers before carrying out their duties must first understand their role in carrying out the learning process as expressed by Ki Hadjar Dewantara. When the teacher understands his role in education, the teacher will be able to determine what actions he must do according to the role he has.

b. Designing Characteristic Learning Scenarios

In designing character learning scenarios, the teacher's function must plan the characters to be cultivated in learning. In the green harmony school program, there are nine characters that will be cultivated, namely: piety, independence, discipline, empathy, cooperation, respect, clean, neat, and caring.

Based on the results of the study, the principal and teacher have identified what characters will be applied through the green harmony school program. This is very necessary for preparation in designing learning plan (RPP). According to Mulyasa (2014: 79) that the character selection is clear by the teacher will provide clear instructions also on the material that must be learned, the determination of methods and learning media that will be used. Determining what character you want to appear in one lesson will affect the determination of media or learning methods that will be used by the teacher. With the use of certain methods, the attitude / character will appear in implementing the learning method.

Planning character learning must be done well because good planning will make it easier for teachers to carry out expected character learning. In accordance with the opinion of Sumantri (in Mulyasa 2014: 85) that "good planning is very helpful in implementing learning because both teachers and students will know for sure the goals to be achieved and how to achieve them." Learning planning is a guideline for teachers and students related to what they have to do in the learning process, so that learning will run effectively, both in terms of time and learning outcomes.

2. Implementation of Character Learning

The implementation of character learning in the green harmony school program obtained four important components, namely:

a. Contextual Learning Approach

The green harmony school program is a school program that applies green contextual education. According to Daryanto and Darmiatun (2013: 183) that one of the learning approaches suitable for character planting is a contextual learning approach. In his book, Syaiful Sagala (2013: 87) defines contextual learning as "the concept of learning that helps teachers associate the material taught with the real world situation of students and encourages students to make connections between their knowledge and their application in their daily lives." There are several principles in the contextual approach, namely: Constructivism (Constructivism), Questioning (Questioning), Inquiry (Inquiry), Learning Community (Learning Community), Modeling (Modeling), Reflection (Reflection), and Authentic Assessment (Daryanto and Darmiatun, 2013: 183-187).

Learning is done, and the teacher tries to associate the material with the daily life situation of the child. Linking learning materials to the lives of students is done to find meaning and make students aware of the importance of lessons for their lives so that they can apply everything they get in school to life at home. The discovery of meaning is a common feature of contextual learning. According to Johnson (2014: 35) that "contextual learning and teaching involves students in important activities that help them associate academic lessons with the real-life context they face". Linking subject matter to children's daily lives is also useful to arouse students' learning motivation. As said by Bobbi & Mike in his book "Quantum Learning" (2015: 49) "TREATMENT" (What is the Benefit For Me) is the motivation obtained from mental selection between benefits and consequences of a decision ". By linking subject matter to the lives of children, they will realize that the knowledge they will learn in school will be useful for their lives.

The learning process also applies group learning (Cooperative Learning), which according to Johnson (2014: 72) that one of the principles in contextual learning is the principle of interdependence. In the principle of interdependence will create a climate of cooperation between educators and students, and between students and other students. Cooperative Learning (Cooperative Learning) according to Johnson and Johnson (in Miftahul Huda, 2014: 30-32) is "Learning that creates a climate of cooperation to achieve common goals" (Working together to accomplish shared goals). One human need according to Abraham Maslow (in Silberman, 2016: 30) is security. Humans can do something if there is a sense of security for themselves. A sense of security for students in the learning process can be created if the learning atmosphere is designed by the way students become part of other people, through group learning. Based on these opinions, cooperative learning is very good at fostering the character of cooperation, respect, and empathy in students.

The learning process in groups is designed to instill the character of cooperation, empathy, and respect among fellow students. Daryanto and Darmiatun (2013: 185) state that one of the principles in contextual learning for character planting is a learning community. In the learning community, all students have the opportunity to talk and share ideas, listen to their friends' ideas carefully and work together to build knowledge with friends in their groups. By way of group work, students can do tasks that are given very easily and in different ways. In line with the statement delivered by Thomas Armstrong in his famous book (2009: 89) that

"Students in cooperative group can tackle a learning assignment in a variety of ways"
("Students in cooperative groups can overcome learning tasks in various ways").

b. SERU (Happy, Effective, Friendly, Unique) Learning

The green harmony school program also applies SERU learning. SERU is short for fun, effective, friendly and unique. Learning SERU is fun learning in the process, effective in achieving results, nature and children friendly and lifting and raising local uniqueness. It's nice if learning can be fun for students. Children are actively involved in learning and have no difficulty in learning.

Effective in SERU learning is a learning process that can allow children to easily understand the subject matter so that it can have an impact on improving their learning outcomes. Learning will be effective if learning is designed to be active, child-centered learning. Silberman M.L. (2016: 26) says that the brain will store information if the brain can test information, summarize it, or explain it to others. Therefore, children are asked to be active in the learning process so that the lesson can be easily understood.

Friendly is learning that is safe, comfortable, and not harmful to nature as the object of learning and students as subjects of learning. The learning process in green harmony schools must be child-friendly. Learning activities are designed not to endanger the safety of children, the learning room is organized in a safe and healthy manner, and the learning media used do not adversely affect the safety and health of students. In addition to a friendly learning environment, the learning atmosphere must also be friendly. Where there is good interaction between teacher and child, and between child and friend. Marzuki and Fatma (2015: 61) state that a teacher's humility will have an impact on giving positive values to students, "Teacher who can be humble in organizing or managing learning process in the classroom will be very easy to give a positive value to learners" (" Teachers who are humble in managing or managing the learning process in the classroom, it will be very easy to give positive values to students ").

The last SERU Learning is Unique. Learning is carried out based on culture and local wisdom. Before starting learning, children are asked to sing green harmony songs. The song was taken from the Sambas folk song, Cikik cot, whose lyrics were replaced with lyrics of green harmony characters. The song is below.

Harmoni Sesama

(Irama lagu "*Cik-cik periuk*")

Harmoni sesama ayo hidup toleransi,

Hargai keunikan dan pendapat teman

Cinta sesama ayo berbagi,

Berempati dan tanpa pamrih

Yok kerja sama gotong royong musyawarah,

Itulah harmoni, harmoni sesame

SERU learning can be created if conditioned learning is centered on students (Student Centers). When learning that is centered on students can be implemented, the child will have the freedom to determine what attitude they should take in the learning process. The process of children being free to take attitudes and actions is a process for forming their character.

c. Exemplary Teacher

One way to instill good character for students is through a good example from a teacher. In green harmony schools, the role of teachers is very important and teacher behavior will be a measure of the example of their students. Personal teachers have a very large contribution to the success of education, especially in character education, which is very instrumental in shaping the personalities of students. This is understandable because humans are exemplary creatures, including students who follow their teacher's personal example in shaping their own personality.

The results of observation, the teacher patiently and politely guides the child in doing the assignment. When a child asks, the teacher answers it gently. Such an attitude is done so that children can imitate the act of caring for others and be polite to others. In accordance with what was said by Daryanto and Darmiatun (2013: 103) that exemplary can be shown in the behavior and attitudes of educators so that it can be a role model for students to imitate. This is similar to the opinion of Asrori, H.M. (2015: 158) that an educator not only knows what is good and what is bad but is able to act according to the norms of decency so that educators can become the norm model for students.

The cultivation of character to students is not only done by the teacher by way of governing through speech, but the teacher also does what he commands. Because one act is better than a thousand advice.

In his book, Fadhl Ilahi (2012: 151) states that the human figure who deserves to be a guide for being a good teacher is the great Prophet Muhammad SAW. He is a teacher who in addition to governing through speech, also does what is said. There are two ways that he does in giving exemplary to his students, namely first, do what he commands or stay away from what he forbids his students. The second way, he explained what he said and then followed it with action (practice). Because of the example shown by the Messenger of Allah, he has always had very many followers from now on.

d. Habituation of Good Character

In green harmony schools, habituation of good character is very necessary for planting character to students. Habit is done so that students can get used to behaving according to the values of green harmony characters, so that good character will be formed in the students.

The habituation done is class pick-up before and after learning. Children are asked to clean up the classroom and school environment before attending the study. This is done to make children aware that cleanliness is very important to them (planting clean characters). In addition to habituation to clean character, the habit of respecting character is also done by speaking alternately during the learning process.

Habit is also done through continuous speech (affirmation). Students before starting learning, are asked to pronounce yells that contain sentences of good deeds. Examples of yells that are always pronounced as follows.

"Janji Siswa"
Datang tepat waktu
Berpakaian rapi
Rukun sesama teman
Tidak boleh ribut dalam kelas
Tidak berbicara dalam kelas
Buang sampah pada tempatnya

The teacher also invited children to sing songs that contained green harmony characters, for example, songs with the tone "Cik-cik Periuk". Habituation by a

modified song from a local song is done so that the child can interpret the meaning of the song so that the child can actualize it in daily actions. The use of the song above by replacing the original lyrics into the lyrics of the character of green harmony is done so that the child can want to convey properly. Strenberg, Kaufman & Grigorenko (2011: 134) that for information to be easily remembered, a technique that is used, namely the song and then changing the lyrics to what you want to remember.

The songs sung are used to form the character of harmony among others, namely the character of respect, empathy, and cooperation. Through the song also, the teacher tries to incorporate the elements of beauty in the learning process so that it will form a good character or character to the students. Ki Hadjar Dewantara (2011: 336) explains that through songs (art) can shape one's character, "... from aesthetic education or art education or the taste itself leads to 'intellectual education' and finally to character education ', namely moral education or character education.

The habituation process is of good character in students. In the opinion of Aristotle (in Covey, 1997: 35) that "We are what we do repeatedly, excellence is not an act, but a habit". Our character is a combination of our habits.

Ary Ginanjar in his book ESQ (2007: 284) says that character building is not enough just by setting a mission. It is a continuous process throughout life (habituation). The learner is not enough to know what character values will be done, but must be accompanied by continuous actions so that it becomes a habit that will lead to the formation of character.

3. Evaluation of Character Learning

Assessment is an integral part of learning. In each learning, assessment serves to measure the extent to which students can achieve the learning objectives that have been set.

Especially in the assessment of green harmony characters, the teacher evaluates in various models, namely observation, total record, and portfolio. The assessment of observations is carried out in the learning process. Observation is carried out to monitor the character of the child who appears when participating in learning. The teacher uses character observation sheets that have been prepared and are included in the lesson plan.

In the learning process, the teacher immediately reprimands the child who is doing bad deeds. The results of observations by researchers when the learning process in the classroom, the teacher when he saw the child doing bad deeds, immediately admonished the child politely. This is done so that children realize that their actions are not good and should not be done again. Conversely, if the child does a good deed, then the teacher immediately gives praise to the child.

Besides praise, the teacher also gave the child an asterisk and pasted it on the reward board that had been provided on the front wall of the class. The action taken by the teacher is intended so that the child can change the character that is not good and strengthen the good character in him. The teacher's actions are similar to those proposed by Slavin in his book Educational Psychology (2011: 183), which is called positive reinforcement and negative reinforcement. Positive reinforcement is done by giving praise, values, and asterisks, while negative reinforcement is done by giving a sentence, reprimand or warning.

The second character assessment is the total record, which is a collection of records / notes about important events that stand out and attract attention related to the character of students in certain situations (Mulyasa. 2014: 207). Teachers in green

harmony schools have special notes about events related to the character of students, both commendable characters and bad characters.

Assessment of character education in green harmony schools is also done by means of portfolio assessments. Hart (in Partin) defines a portfolio as "packaging that holds evidence of one's skills, ideas, interests, and achievements". While Mulyasa (2014: 211) says that "portfolio is a collection of tasks that are done by students". Portfolio assessment can provide comprehensive information about the attitudes and behavior of students in learning, as well as the achievement of learning developments in a certain period of time.

In green harmony schools, portfolio assessments conducted include a portfolio of knowledge, skills and attitudes/characters. Through classroom observations, the author found many displays of students' work posted on the classroom walls. In addition to sticking to the classroom walls, the children's work is also put into a portfolio bag made from used soap packaging. The aim of teachers to conduct portfolio assessments is so that students can improve their competence in the fields of knowledge, skills, and attitudes/characters. Children will have high self-confidence in completing the tasks given and attitudes that must be taken in working on the task.

Especially for character assessment, portfolio valuation used is a reward board on display in front of the class. When a child does a good deed, the teacher will give a star to the child's name on the reward board. This is done so that children are increasingly motivated to do good deeds so that more stars are obtained. The use of reward boards in green harmony character education is very effective because children will be increasingly motivated to do good deeds.

Conclusions and Suggestions

Conclusions

Based on the results of the research and discussion, this study concluded that the character education of homeland through a green harmony school program at the Sambas border school in Malaysia was carried out through the planning, implementation and evaluation of character learning through a green harmony school program in Sajingan Besar 03 State Elementary School and Sasak 07 State Elementary School have been well implemented. In planning, the teacher plans a character education for homeland love starting with an understanding of the school program. Then, the teacher makes a green harmony lesson plan (RPP) design that is in accordance with the school program guidelines and contains green harmony character values that will be cultivated. The teacher's character education program is carried out by applying the contextual learning approach and SERU learning which is carried out through the example of the teacher and carried out every day by all school members. The process of evaluating national love character education is carried out through observation assessment, total record, and portfolio.

Suggestions

Based on the conclusions, the suggestions that can be conveyed by the author so that the implementation of character education through green harmony school programs can be realized well are as follows: Planning for the character of love for homeland in a green harmony program should start from an understanding by education stakeholders on the school program to be implemented so that the design of the learning scenario can be adjusted to the school program. The implementation of character education in the country of love in a green harmony program should be carried out through the contextual learning approach and SERU learning. In addition, the example of a teacher must be raised, because the teacher is a

figure who becomes a role model in the world of education. Habituation of good character should also be done so that the character education of the motherland can be realized well. Evaluation of the character of love for homeland education in a green harmony program should be done through authentic assessment, which includes assessment of processes and assessment of learning outcomes.

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JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN

Volume 2 | Number 1 | January | 2019, Page 11-21

e-ISSN: 2613-9723 and p-ISSN: 2613-9715