

Artikel Serantau_The Implementation National Character Education

by Lusila Andriani

Submission date: 15-May-2019 01:58PM (UTC+0700)

Submission ID: 1130776106

File name: kel_Serantau_The_Implementation_National_Character_Education.rtf (178.43K)

Word count: 4638

Character count: 26626

THE IMPLEMENTATION OF NATIONAL-ORIENTED CHARACTER EDUCATION FOR EARLY CHILDHOOD

Lusila Andriani Puwastuti
Yogyakarta State University, Indonesia

Mami Hajaroh
Yogyakarta State University, Indonesia

Abstract

The study was aimed to describe the implementation of national-oriented character education in the thematic-integrative learning for early childhood. The prototype of the thematic-integrative learning model of national-vision character education has been developed on 2009. This is a developmental research study which is in the step of trying out the prototype. The subject of the study was the teacher and students in the kindergartens at Kulon Progo Regency. The data were in the form of both qualitative and quantitative. The data collection techniques were 1) Focus Group Discussion (FGD) toward the kindergarten teachers; 2) observation of the learning of national-oriented character education in kindergartens; 3) instruments of learning assessment which consist of data reduction, presentation, conclusion, and verification. The quantitative data was analyzed by using descriptive statistics. The findings showed that: 1) the teachers still lacked of knowledge and skills on designing plan of teaching and learning and rubric of learning evaluation; 2) the values integrated on thematic learning were nationalism, pride, pluralism, obedience toward rules, fairness; 3) the result of the learning evaluation of national-oriented character education was categorized as 'good'.

Keywords: character education, national-oriented, education for early childhood.

Introduction

Both moral and national values of young children are detected getting faded, particularly among kindergarten children. Some problems faced by young children are as follows. First, young children lost their pride toward things made by their own country. Second, they would prefer other country's work. Various movies known by young children are foreign movies such as *Doraemon*, *Sinchan*, etc. This problem is getting ironic when there are no qualified children movies made by Indonesian people. Third, there is less knowledge of international culture, for instances *wayang*, *macapat*, and *dolanan*. Fourth, the teachers may less understand of the united concept of Indonesia (*Bhineka Tunggal Ika*), so they only teach limited knowledge of religion, culture, and social condition of their environment, without explaining others. Fifth, national aspects of life are introduced restrictively. For example, there is only one national theme which is *Negaraku* in curriculum of kindergarten. Sixth, children know better foreign stories or fairy tales from video, television, and story books rather than from their parents or teacher. The cause is that parents and teachers are rarely found to tell any story or fairy tale to their children. Actually, it is better to introduce the moral values or national values which are suitable for Indonesian culture by using the stories or fairy tales. Seventh, the game toys the children play commonly use foreign figures. This way, it makes them are getting far away from the national figures and inheritance which contain glorious values. The values of national character might not become inspiration in education for early childhood.

The problems mentioned before may be solved by using national-oriented character education for early childhood. This is aimed to give learners knowledge, understanding, awareness, and behavior as member of country. Indonesian people have strong historical and identity background which make them differ from other countries. The national visions include independent, united, fair and prosperous should be the base for all aspects of life. Those values should grow on young children, but recently it is getting faded.

Nowadays, a great challenge of the national-oriented character education faced by children is related to the game toys played by them. Young children prefer to choose toys produced by foreign country. As a result, they know more about foreign figures or heroes i.e. Spiderman, Superman, Superhero, etc. rather than the national figures of their country. This phenomenon should be anticipated in order to prevent the colonization of culture or thoughts, ideas, and national values.

Steps to solve the problems can be started by introducing national-oriented in game centers where young children like to play. In the reality, young children love to play in order to seek for something. J. Piaget (cited in Neil J. Salkind, 2010: 2010) said that children like to explore and experience something new around them in the way they build the concept. Children are able to do their own experiment or research. Education can guide them to do it by providing right materials. However, the most important thing is that it is aimed to make children understand something as they will construct the knowledge themselves.

Education for early childhood is still on pre-operational level. As mentioned before by Piaget, the game toys are used as children love 'to play', or in other words, 'to play' is children world. Game toys significantly contribute to the success of learning on early childhood. Game toys are effective media to communicate and transform educative messages.

Character education is an effort to develop goodness as fundamentals of useful and productive life and of fair, compassionated, and advanced people. Good characters include moral knowing, moral feeling, and moral action. Moral knowing consists of understanding moral awareness, values, perspectives, reasoning, knowing the decision maker and self-knowledge. Moral feeling covers mental awareness, self esteem, empathy, love kindness, self control, and low minded. Moral action includes good will and habit (Thomas Lickona as cited in Rukiyati, 2012: 10). Therefore, education of character or personality is very important yet importunate. This is reasonable as there is multi dimensional crises attack Indonesia. However, as there is no clear cut solution until now, the possible solution offered is moral education for early childhood.

John Dewey's basic view, as developed by Piaget, shows that children moral development gradually improves, step by step. Piaget's moral development is in line with the development of amoral, conventional, and autonomy (Tadkiroatun Musfiroh, 2005:14). The moral development of young children is in conventional level. It means that their moral ability is not independent yet (autonomy). Moral knowing, moral feeling, and moral action are very influenced by children self esteem. In the standard rules of education for early childhood, their moral development is still in the beginning level (introduction). If the development is related to behavior, this belongs to habit initiated by school parties or family environment. Kohlberg (Hurlock, 1978:123) develops Piaget's moral development into young children: Pre-moral (0-6 years old): 1) Pre-conventional stage. Good or bad rules become meaningful for children although they still relate it with other people' response which determined by external factors. Motivation of moral evaluation is external factor which based on the effects

or consequences such as rewards or punishment, bad or good things, etc. This stage is divided into: a) punishment orientation and b) pursuance – make their behavior based on concrete authority and punishment if they break the rule – egocentric perspective – fear of the behavior – dominant feeling accompanies moral motivation; 2) conventional stage (10-13 years old). Moral is begun to be evaluated based on public norms and duties as well as the authority is improved. Children begin to adjust their value behavior of their society based on the other people hope or code. Children adjust themselves on the society as well as on its norms. This stage is divided into: a) adaptation toward the society or orientation into “sweet children”; b) law and order oriented: from familiar group (group to which the children personally close) to more abstract group (i.e. ethnic, country, religion, etc). Good behavior of people includes those who have done with their duties, respect to the authority, and maintain social law and order for the sake of its own law. People who break the law are committed errors; 3) Pasca conventional. This stage is divided into: a) orientation of contract-social legalistic: is realized from the relativism of personal values and opinions and needs of efforts to reach the consensus. What is agreed as bad or good democratically depends on personal values and opinions. The law is emphasized, yet it is specially focused to change; b) orientation of universal ethics principle: people organize their behavior and moral judgment based on their mind. Principles of ethics and mind occur universally. For the moral development of early childhood, it is still in the pre conventional stage within orientation of reward and pursuance.

Indonesia is a great country with its high population, natural capital and culture wealth, and geographical position. It consists of thirteen thousands of islands located in strategic position – in the world cross-road. This way, this condition can be national understanding for Indonesian people to unite various ethnics and foreign born people into Republic of Indonesia. Here, the consideration is more formal which the unity of Indonesian people (nationalism).

Regarding to national-oriented character education, the ministry of education and culture has decided that there are sixteen basic characters should be given in school. One of them is character of nationalism. Nationalism is related to transmission and transformation of nationalism values. Nationalism values have something to do with attitudes and behavior in loving the nation, willing sacrifice for the sake of nation and country above personal or group business. Indonesian nationalism is basically unity within diversity as mentioned on the ‘*Bhineka Tunggal Ika*’ slogan. To create nationalism, it is a must to be based on ‘*Pancasila*’ as fundamentals, ideology, and *Weltanschauung*.

‘*Pancasila*’ as *Weltanschauung* means that the values of ‘*Pancasila*’ become the life ethics of Indonesian people. Life practices of Indonesian people are ruled by the values of ‘*Pancasila*’. The values of ‘*Pancasila*’ can be seen on the life behavior of all nation components (H.A.R. Tilaar, 2012: 20). This is in the form of integrality which means that this unites all Indonesian cultured people and willing to improve living standard of Indonesian people as well as all people around the world. The configuration of Indonesian people needs to be constructed generally through education and specifically through education for early childhood (H.A.R. Tilaar, 2012: 20).

Indonesian national-oriented is the archipelago-oriented. The archipelago-oriented is a view of Indonesian people toward themselves and their environment based in the national ideology of ‘*Pancasila*’ and ‘*UUD 1945*’, as the aspiration of Indonesian people i.e. independent, sovereign, prestigious, and master the rule of life and its wise action in reaching national

purpose. The essence of national-oriented is the way Indonesian people view toward 'Bhineka Tunggal Ika'. 'Bhineka Tunggal Ika' means 'harmony is above diversity'. The diversity of Indonesia includes the geographical condition which is in the form archipelago country. The diversity is on the natural resources i.e. flora, fauna, and mines and gas, as well as the diversity of ethnics, religions, social-cultures, and languages. The existed diversity is a mosaic constructs a unity called Indonesian nation. Therefore, understanding Indonesian nation means to understand the mosaics of the diversity which constructs the unity. On the context, the development, of standard education of early childhood (*PAUD*) consists of: understand precious behavior (honest, helpful, polite, respect, etc.); distinguish good or bad behavior; show tolerate attitudes; understand the politeness based on the social-culture values of the environment; understand the rules and discipline; show empathy; have persistence; proud of their own work; and respect on other people superiority.

It is not easy to find references about the diversity constructs the unity of Indonesia in *PAUD*. A book of National-Oriented Education in kindergarten learning uses thematic approach as it is based on thematic learning model in kindergarten. Through this theme, various children abilities i.e. physical, skill, cognitive, science, language, art, social and emotional, and also values of religion, moral, and national-oriented are developed in integrative and comprehensive ways. Therefore, using a theme in the learning process, all children abilities can be developed. Thus, national values which need to be socialized and transformed in the integrated learning activities in order to develop the ability of physical, skill, cognitive, science, art, language and habit.

The national-oriented character education can be integrated in the learning activities starting from the beginning, main, and end step of learning. Each step is completed by relevant moral messages or values of thematic learning activities. Learning scenario has some characteristics such as: 1) *TPP* chosen should be relevant to national-oriented, and then it is formulated in learning indicator and referred to achievement level of children development; 2) contextual; 3) learning occurs in interactive, inspiring, enjoyable, motivating, challenging, and conducive atmosphere; 4) learner-centered; 5) allocating relevant time; 6) using learning setting to apply the values of national character in the *TPP* formulation and indicator; 7) implementing remedial and enrichment program based on the result of formative evaluation (Anik Ghufon, 2010: 13).

Learning process in kindergarten involve thematic learning. The original theme is an umbrella to implement learning in order to develop the achievement level of children development. The themes (sub-theme) of learning activities are the materials (subject matter) delivered to children. The materials are integrated with learning activities by using the oriented of 'learning by playing', so the children will not realize that they learn something. The themes created by the researcher such as Indonesian islands, 'Nenek Moyangku Seorang Pelaut', Indonesian flora, Indonesian fauna, religious place, traditional house, national costumes, traditional costumes, traditional arts (i.e. puppet, traditional games, etc.), symbol of moral principles of 'Pancasila', celebration of independent day, seeking of agreement, love national and local language, Indonesian police and army, threats from land, sea and air, natural disasters (i.e. flood, tsunami, earthquake, volcano eruption), keep the culture, don't give up, let's move on, etc. through these themes, it is hoped that young children will know, understand, master, and implement the values of national character. The materials certainly are delivered in the thematic-integrated learning based on the game and learning activities. As mentioned in *Peraturan Menteri Pendidikan Nasional (Permendiknas)* in 2009 number 58 about the standard of education for early childhood, it consists of: 1) understand the stages of

children development which consist of a) understand the continuity of children developmental stages in ages of 0-6 years old; b) understand the standard level of children developmental stages c) each child has different rapidity of the developmental stages d) understand the supported and obstructed factors of developmental achievement; 2) understand children growth and development which include: a) understand developmental aspects of physical, cognitive, language, social-emotional, moral and religion; b) understand the supported and obstructed factors of children developmental aspects; c) understand the sign of disorders in children developmental aspects; d) know the nutrient for children which is appropriate with their ages; e) know how to monitor the nutrient, health and safety for children; f) know the protection system for children; g) know children uniqueness; 3) understand the stimulus-supply in every developmental aspect which include: a) know the way how to give stimulus in education; b) have any skill to give stimulus for children in each developmental aspect; 4) construct a corporation with parents in education, taking care and protection of children which include: a) know factors in taking care children, social economy of family, and society which obstruct and support the development of children; b) discuss the programs (i.e. education, taking care, and safety for children) to parents; c) improve parents' participation toward the program; d) improve the continuity of the program.

Research Method

The present study is a developmental research study which is in the step of trying out the prototype of thematic-integrated learning model of national-context character education for young children. The prototype has been developed in the previous research study focused on the development of national-oriented character education for early childhood in kindergarten. The subject of the research was the teacher and students in kindergartens at Kulon Progo regency. The data were in the form of both qualitative and quantitative. The technique of data collection used Focus Group Discussion (FGD) model, observation toward the learning process of national-oriented character education in kindergarten, and the instrument of the result of learning. The qualitative data was analyzed by using Miles and Huberman (1984) model. The steps of the analysis were data reduction, presentation, conclusion, and verification. The analysis of quantitative data was by using descriptive statistics.

Findings and Discussion

Teacher's Knowledge and Skill in Designing Teaching Set

The findings showed that the teacher' knowledge and skill in designing the teaching set (teaching plan and evaluation rubric) is still low. This lack of knowledge and skill has become a problem for most of teachers in both kindergarten and elementary schools who employ thematic learning. Combining national-oriented character values into thematic learning is not easy as it needs the teacher to understand the philosophy of thematic learning and curriculum of learning unit level (henceforth *KTSP*).

Until now, most teachers still use old curriculum which has different paradigm. The old curriculum focuses on the subject matter, while *KTSP* emphasizes on the competence. This way, all students' abilities can be developed maximally. The learning focuses on student center. If the students' understanding still refers to old curriculum, it is normal if the teacher still assesses the learning achievement based on the learning activities – not based on the indicators of learning.

If the philosophy of thematic and *KTSP* learning is hard to understand, the teacher will be less creative to create the learning process matched with the characteristics of each school. As

a result, *KTSP* which based on unique learning unit cannot be implemented. The learning process of one class comparing to other class is almost the same although *KTPS* is aimed to make each learning unit more qualified matched with each characteristic. Therefore, it influences the teacher's abilities in designing the teaching plan as a teaching plan is an important teaching instrument for a teacher.

Teacher, particularly kindergarten teacher is the 'class manager'. Anything happened to students is very influenced by the teacher in designing teaching plan in the school. In the classroom, teachers have an important role and responsibility in constructing children's personality and success in the future. In this part, a teacher not only becomes a manager, but also she becomes a leader. A manager uses structural approach, but a leader will use cultural approach. However, in the national-oriented character education, it is preferable if the role of teacher is as a leader. Managing learning process by using a manager style is not enough, because it is more about how the teachers play as a facilitator who serve students sincerely in their whole life. Unfortunately, it is not easy to understand by the teacher as teacher's success is not measured merely from the way the teacher designs the teaching plan and other administrative instrument. As the result, the teacher is trapped in the technical-administrative activities which causes on the teacher's difficulty in improving her quality as a leader. Hence, a skill on designing teaching plans is needed, yet it is not as the only one criteria of teacher's achievement as a professional educator.

The findings showed that knowledge delivered to the students is in the introduction stage. Although the cognitive development of kindergarten students is on the preoperational stage and their moral development is on the pre conventional stage which are law and pursuance oriented, the kindergarten teacher still need to master the national-oriented knowledge. It is because learning process in kindergarten is not related to the mastery of learning materials in the elementary, junior and senior high school.

Teacher becomes a top of spear in improving the quality of education in Indonesia. They are also as citizens who have an obligation to keep and take care of the life continuity as kindergarten teacher. The success of a country in taking care of the life continuity and reaching the national purpose of Indonesia as mentioned in the fourth paragraph of 1945 Indonesian Basic Laws (*UUD '45*), is determined by the success of education for early childhood. Early childhood is gold period of children development which determines the learning and life success. It is in line with the mandate of laws number 20 in 2003 about National Education System on Section 1 number 14 which states that education for early childhood is an effort purposed to children of which from new baby-born to age 6. It is done by giving educational stimulus to prepare the children to enter the further educational level. Thus, the role of teacher is very important in building that, so it results to create Indonesian people who have Indonesian Five Principles (*Pancasila*) personality. Finally, it will construct a country which is independent, united, sovereign, fair and prosperous as expected by United Country of the Republic of Indonesia (*NKRI*). Actually, teacher's job in the school is not easy in keeping the mandate. According to Pestalozzi, he states that teacher's job is as heavy as parent's job. As Pestalozzi's view, teacher and parent have similar role in building children's personality related to formal education, intellectual education, or physical education. The mastery of all knowledge including knowledge of national-oriented becomes *conditio sine quanon* (compulsory requirements) for the teacher. It is also appropriate with the standard competence of professional teacher as mandated in Teacher and Lecturer Law about academic competence. Instead of having academic mastery, it is also demanding for the teacher to have personality competence. The findings showed that the teachers have the personality competence. The personality competences mentioned in the Standard Manual of

Education for Early Childhood include love sincerely; be patient; be calm; be cheerful; to pay full attention; to show as mature and wise person; to have clean, healthy, and tidy; to be polite, to respect and to keep children. Moreover, kindergarten teachers should be model for children and society. The competences are appropriate with the standard education of early childhood such as to be honest, responsible for the jobs and to be model.

This country and nation put big hope on nation-oriented character education which is qualified in education for early childhood. Lickona said that education of moral and national-oriented values which is related to the aspects of moral knowing, moral feeling, and moral action. These aspects should be mastered by the teacher to produce children with good moral. Therefore, the teacher need to have the knowledge of moral, as well as, in the context of national-context character education, the teachers are demanded to have wide national-oriented of essence, content, and substance.

National Values of National-Oriented Character Education in Kindergarten

The findings showed that national values integrated into education are the values which are integrated into thematic learning. They are nationalism, pride, preservation of Indonesian flora, god-fearing, sympathy and empathy, tolerance, introduction of pluralism, obedience toward rules, and fair. It can be seen from the learning theme about introduction of Indonesian flora contain the values of nationalism, pride, and Indonesian flora preservation.

Instead of sympathy-empathy values, good personality and social competences of the teacher show the fairness. Thus, it can be seen when the children follow the beginning, main, and end of the learning process. To make the children achieve the learning goal, the teacher uses the appropriate method, approach and media. To say it briefly, it becomes a contextual learning as the teacher give examples to children by using real flowers, so they experience, for instances about *puspa bangsa*, *puspa pesona*, rose and *alamanda* flowers. Moreover, the children can also see the colors of flowers i.e. red, white, yellow, purple, etc. The teacher provides flower plants in the pot such as orchid and euphorbia flowers. The media used are taken from school garden or yard. Some illustrations are many kinds of flower planted in back side of school yard, some spices (i.e. pepper) and medicine plants (i.e. ginger, turmeric) growth in a small garden near kitchen or wash basin of the school. Yet, some real media taken from the nature or environment cannot be fully used by the teacher. Finally, if the learning of Indonesian flora can use previous illustrations, there will be meaningful achievement reached by the children. It is because the learning will be more contextual and enjoyable. As the result, the children can construct the knowledge through learning sources in their school environment.

Learning which *Garuda Pancasila* as a theme contains god-fearing, humanity, democracy, and fairness values. The teacher simplifies the values by giving examples from children's daily life. For instances, people in their school environment obediently have prayers and do mutual assistance within the society. Moreover, the learning media in the classroom also can be employed, i.e. the pictures/ photographs of the founder of Muhammadiyah, Kyai and Nyai Ahmad Dahlan, as well as, some national heroes (i.e. Diponegoro) as their efforts can inspire children.

The values of character education are also integrated in the habitual learning outside and inside the classroom. This includes a habit of pray, enter the class orderly, return game toys in the right storage place, queue in taking food supplies before eating together, etc. All habits

are aimed to keep the character values taught by the teacher not only become moral knowing, but also they can become moral acting which can be implemented in children's daily life.

The Result of National-Oriented Character Learning

The result of national-oriented character learning was categorized as 'good'. As the teacher is already experienced, she can effectively observe learning achievement of the children in order to achieve maximal developmental level. However, there are still some children who cannot concentrate longer by walking around the class.

Teacher should have ability in choosing learning theme and activities to make children able to follow the learning process given by the teacher without meaningful obstacles. For instances, in a learning process with *Garuda Pancasila* as the theme and *Lambang Sila-Sila Pancasila* as the sub-theme, this theme and sub-theme already become general knowledge of the children. Children have already familiar with the theme as they have used to hear *Garuda Pancasila* and *Lambang Sila-Sila Pancasila* in the flag ceremony every Monday. They already remember the order of *Sila-Sila Pancasila* and their symbols. Some activities like identifying numbers based on the order of *Sila-Sila Pancasila*, drawing *Sila-Sila Pancasila*, and match and stick one of symbol pictures of *Sila-Sila Pancasila*, are appropriate for children cognitive development which is in the age of kindergarten children, particularly in the pre operational stage. However, it is better to develop certain themes which are suitable with recent situation in Indonesia, particularly those which are related to threats and challenges faces by Indonesia i.e. natural disasters and social problems. Moreover, the themes about how Indonesian people survive from the threats, such as *Memelihara Budaya bangsa*, *Jangan Menyerah*, *Ayo Maju*, etc.

Conclusions and Suggestions

Conclusions

Based on the previous explanation, it can be concluded as follows:

The teachers still lacked of knowledge and skill in designing teaching plan and evaluation rubric. The values integrated in the learning with the theme: *Warna-Warni Alam Indonesia*/sub theme: *Flora Indonesia* and theme: *Garuda Pancasila*/sub theme: *Lambang Sila-Sila Pancasila*, were nationalism, pride, preservation of Indonesian flora, god-fearing, sympathy and empathy, tolerance, introduction of pluralism, obedience toward rules, and fairness. The learning contains moral knowing, moral feeling, and moral action. The result of national-oriented character education done by teacher was categorized as 'good'. The theme of *Warna-Warni Alam Indonesia*/sub theme: *Flora Indonesia* got 96% and theme of *Garuda Pancasila*/sub theme: *Lambang Sila-Sila Pancasila* got 86%.

Suggestions

It is necessity to conduct a training of designing thematic integrated learning on nation-oriented character education of education for early childhood. It needs to develop the values of struggling, protection, nationalism, and unity widely in the national-oriented character education. It needs to implement some themes such as threats in land, sea, and air; natural disasters (i.e. flood, tsunami, earthquake, mountain eruption, etc.); *Memelihara Budaya Bangsa*, *Jangan Menyerah*, *Ayo Maju* in the national-oriented character education.

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