2018-Jurnal AP (on Progress indexed Scopus)_The Integration of Character Education Values-RahmaKurniaNovitasari

by Wening Sahayu

The Integration of Character Education Values in German Language learning

Rahma Kurnia Novitasari, M.Pd. [1] **Dr. Dra. Wening Sahayu, M.Pd.**[2]

Rahma Kurnia Novitasari, M.Pd., Program Pascasarjana, Universitas Negeri Yogyakarta
Dr. Dra. Wening Sahayu, M.Pd., Program Pascasarjana, Universitas Negeri Yogyakarta

rahmakurnianovitasari@gmail.com, hayyusahayu@gmail.com

Abstract: This research aims to describe (1) the ways in which character education is integrated in German language learning in SMA Negeri 1 Sedayu, (2) the values of character education that are integrated in learning German in SMA Negeri 1 Sedayu, and (3) teacher's convenience and constraints in integrating character education in German language learning in SMA Negeri 1 Sedayu. The method of this research is descriptive qualitative. The instrument of data collection is interview, questionnaire, and observation, which was done to principals, teachers, and learners. The subject of the research was German language teacher of SMA Negeri 1 Sedayu. The results showed that teachers at SMA Negeri 1 Sedayu integrate character education in learning German through advice, storytelling, reprimand, warning, discussion, exemplary example, motivation, and appreciation. German teachers provide good examples by combining them in learning. The eighteen values of character education can be integrated in the learning of German in SMA Negeri 1 Sedayu In integrating character education in German language learning. Active participation of learners can also make it easier for teachers to integrate the values of character education in German language learning. Teacher barriers in integrating character education are differences in character and background of each learner.

Keywords: character education, character education values, German language.

---

1. Introduction

Education facilitates students to consume information. With regard to education in Indonesia, it has been regulated in Law No. 20 of 2003 concerning the National Education System. Education applies to the character of the nation's children who are faithful, pious, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible. But ironically, in the world there are teenagers who make negative trends, such as cheating, lying, plotting, stealing, and others. Lickona (2013, pp. 15-16) describes the negative trends that often occur at this time. First, violence and vandalism among teenagers. America is the highest ranked country in this regard. From 1965 to 1975, the rate of homicide carried out by teenagers at the age of 18 increased. Then, it increased again in 1988 to reach 48%. In 1985, the National Center for Juvenile Justice noted that 11 years old children and under did 21 murders, 1,735 robberies, and 435 rapes. Second, it is operated by teenagers.

Research of National Organization to Prevent Shoplifting in 1981 noted that 50% of teenagers under the age of 21 had stolen. In fact, most of them are not deterred from doing it

again. Third, there is fraud. The Ethics of American Youth reported by the Josephon Institute of Ethics in October 1990 states that 76% of high school students have committed fraud. Fourth, the development of disrespect for authority figures is shown by its dislike of adult intervention. Fifth, the occurrence of atrocities committed by peers. Observations showed changes in the attitude of students who are not only disrespectful towards the teacher, but also cruel to peers. These atrocities in this period are known as forms of bullying that can be done both physically and verbally, such as mocking, intimidating, suppressing, and solving problems with fights. Sixth, the emergence of fanaticism which led to violent incidents in more than 300 colleges recorded by the National Institute Against Prejudice and Hostily. Seventh, using rough language in everyday life. A fifth grade elementary school teacher in Westchester County, New York said that the language used by children is currently rough and tends to be terrible. They are accustomed to throwing swear words even if only because of trivial matters. Eighth, the occurrence of sexual development is too fast resulting in abuse. In America, elementary school students were accustomed to watching films, television shows, and adult advertisements, until there are as many as 14,000 girls under the age of 14 who give birth every year. Ninth, increasing individualism and decreasing responsibility as citizens. In an opinion trail in 1989, it was known that 89% of the younger generation were more selfish. In addition, 82% stated that they were more materialistic. Tenth, rampant self-destructive behavior. In a magazine in Canada, it is stated that 70% of teens in Otario who sit in grades 7 to 13 use alcohol and 33% of 10th grade boys and girls have had sex. Then, followed by a rise in pregnancy rates and suicide attempts. In addition, an 11-year-old child in Brons was found carrying 411 bottles of shabu. In fact, a 10-year-old boy on Long Island was considered for selling methamphetamine.

1.1. The Structure

How sad to see the negative trends that occur among American students. These trends also began to be felt in Indonesian students, one of which was the capture of fraud committed by students during the National Examination. This can happen because students are accustomed to lying and acting dishonestly at every test in the class. If this case is considered trivial, then in its time it can lead to criminal acts of corruption. It has happened a lot in Indonesia, that there are highly educated people who, for their achievements, are trusted to be state officials, but ultimately commit corruption. In addition, other cases that occur among Indonesian students are bullying, brawls, theft, murder, and drug use. The 2014 BNN report shows that there are many students in Indonesia who commit drug abuse, not only men but also women. A total of 46,887 students consume hasish. as many as 29,838 students consumed heroin. A total of 108,704 students consumed ecstasy. A total of 151,548 students consumed methamphetamine. A total of 50,330 students consume nipam. A total of 118,149 took koplo pills, 46,551 students took rohypnol. A total of 39,440 students consumed valium. A total of 67,748 students took Xanax. A total of 29,991 students took cocaine. As many as

30,087 students took LSD. The highest number of abuses was 565,598 students who consumed marijuana.

Based on the problems in the world of education, it can be said that there is demoralization in education in Indonesia which was very unfortunate to be carried out by students. Supposedly, the more educated people are, the better they will be. However, in reality cognitive intelligence is not always followed by affective intelligence. This is because learning tends to only emphasize cognitive success and less emphasis on the affective success of students. At the end of the semester, teachers often give rewards to students who get the highest report cards, but never give rewards to students who are always honest every time they take daily tests, never miss lessons, always do homework and collect it on time, and politely and polite towards the teacher. Besides being caused by the excellence of cognitive success above affective success, it is also important to realize that the information market not only provides positive information, but also can provide negative information that can affect students. In addition to the knowledge gained, Western culture is also consumed by Indonesian students. Suminar (2003, p. 1) states that Indonesia is now facing a cultural dilemma. He uses the term "cultural dilemma" as a portrayal of the obligation to maintain and preserve the culture that has been attached but on the other hand the influence of foreign culture is increasingly heavy. Foreign cultures referred to above include individualism, materialism, and free sex. This is contrary to the first principle of the religious Pancasila and the third principle that is cooperative. In other words, the demoralization can damage the existence of Pacasila.

1.1.1. Reference citation

As explained before that German language learning contains the burden of German culture, which also occurs in German language learning at SMA N 1 Sedayu, German language teachers at SMA N 1 Sedayu must be selective in conveying things that need to be conveyed to students in their printing with the foreign sector. For example, in a book that is used in German language lerning at SMA N 1 Sedayu Studio D, there are negative forms that are negatively charged to see from Indonesian culture. What is the word "Gehen wir zusammen in die Disko?" In Indonesian, the sentence has meaning, can we go together to a disco? In addition, there is also the phrase "An Neckar, Mosel, Main, und Rhein feirt man Weinfeste". The sentence means that on the Neckar, Mosel, and Rhine people celebrate the party of drinking wine. Indonesian students will think that going to discotheques and drinking wine is normal, and they can adjust it. So, learning material needs to be explain carefully. However, not many language teachers can be used it, how to integrate it, and how to contribute and develop character education values. One of high school that has integrated the values of character education in its German language learning is SMA Negeri 1 Sedayu. In the category of character education values as explained above, the German language teacher at SMA N 1 Sedayu claimed to have benefite from the school and students. However, in the

process, the teachers also often come to obstacles. These obstacles can be caused by the number of many students who have different backgrounds. For this reason, in this study will be examined how the average value of character education in German language lessons can be done by German language teachers at SMA Negeri 1 Sedayu.

2. Literature Review

With such conditions, the purpose of education is to shape the character of the nation's children who are faithful, fearful, noble, healthy, knowledgeable and emphasized. Zuchdi (2012, p. 14) states that education is an agent of change in improving the character of the nation. The problem of demoralization that occurs in the world of education described above can be solved through education itself. For this reason, the term character education emerged as a solution to the problems faced by Indonesia today. Muslich (2011, p. 31) states that: (1) Mahatma Gandhi warned that education without character is a fatal sin, (2) Martin Luther said that intelligence plus character is the ultimate goal of real education, (3) Theodore Roosevelt stated that educating only in the aspect of brain intelligence without moral aspects is a threat to harm to society. The importance of character education urges the integration of character education in every scientific field. Puspitaningsih (2014, p. 26) argues that character values can be implemented in learning activities, namely at the beginning, core and closing activities. One field of science that is in dire need of the role of character education is language. Djavvani (2002, p. 13) states, that language is a mechanism for regulating human behavior and social practice. Furthermore, Setiawan (2011, p. 115) explained that in learning German, German and Indonesian cultural encounters cannot be avoided because language is a unity with culture. In the process there was a transformation of German culture which one side provided added value because it could confirm the personality or character of the German language learners, but one side caused ambiguity between maintaining personality identity or dissolving in the process of acculturation or even assimilation.

3. Material & Metodology
3.1. Data

This research was carried out in the second semester of 2017/2018 school year precisely in August 2017. The subjects of this study were German teachers and students of SMA N 1 Sedayu. The object in this study is the integration of character education in German learning at SMA N 1 Sedayu. Data in this study were obtained through observation, interview guidelines, questionnaires, and documentation. Observation is an attempt to observe things that happen in the field directly. For this reason, an observation sheet is needed to record the observations. The observation sheet in this study consisted of teacher observation. In this study, the observed things are character values that are integrated by the teacher to students in German learning. Character values consist of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country,

respect for achievement, friendly / communicative, love of peace, love of reading, care for the environment, social care, and responsibility. Meanwhile, interviews in this study were used to explore information verbally. Interviews did to teachers, students and principals. Students in this case include students in classes X, XI, and XII. The questionnaire in this study was an inverted questionnaire. Respondents from this questionnaire are students. Questionnaire was given 1x at the end of field research.

The questions asked in the questionnaire are the same as interview questions. The point is as a cross check media for information obtained through observation and interviews. Meanwhile, the documentation in this study is in the form of photos and videos that will photograph the whole process of German learning. Documentation is done in class during German learning. The documentation process is carried out quietly, and learning takes place naturally, so that it can obtain valid data. The validity used in this study is internal validity and external validity. Sugiyono (2008, pp. 363-364) added that internal validity is related to the degree of accuracy of research design with the results of the study. Meanwhile, external validity is the validity associated with the degree of accuracy of research results can be generalized. To ensure that the data in this study are valid and reliable, expert judgment is used. In this study triangulation was also applied as an attempt to test data credibility. Triangulation in this case is technical triangulation and source triangulation. Data from the results of observations, interviews, questionnaires, and documentation were then analyzed in more depth. The analysis was carried out in a qualitative descriptive manner. The analysis is carried out holistically by connecting aspects related to this research. The steps taken by researchers in analyzing research data were (1) data collection, in this study conducted by observation, interviews, and questionnaires, (2) data reduction, in this study the process of data selection, data compilation and data grouping, (3) display of data, in this study is to provide a description based on the data obtained, and (4) verification, in this study that provides conclusions on the results of the study.

3.2. Method

This type of research is a qualitative research. The method that used in this study is descriptive. Qualitative methods according to Bogdan and Taylor (Moleong, 2012, p. 4) are research that produce descriptive data in the form of verbal or verbal words from people and observable behavior. Formal descriptive research to describe real conditions in context, which in this case. Descriptive research in this study focuses on concrete that occurs during learning. This research was carried out at SMA Negeri 1 Sedayu Bantul.

4. Results And Discussion
4.1. Result

The integration of character education values in German language learning can be pursued through storytelling, giving examples, advice, reprimand, guidance, motivation, and

appreciation. German teacher of SMA N 1 Sedayu implements all 18 character values, namely religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, love peaceful, fond of reading, caring for the environment, social care, and responsibility. These values are not only adjusted to the learning material, but can also be adjusted to the learning conditions at that time. The teacher gets the ease of active participation of students in learning. The obstacle in integrating the character education felt by the German language teacher in learning is the large population of students in each class which is accompanied by the variety of characters and backgrounds of each student. Another obstacle felt by the German language teacher is that students are busy or too active so that they can interfere with German language learning and other learning, or instead do not pay attention when learning takes place.

4.2. Statement of result

Description of how teachers integrate character education values in German language learning in the SMA N 1 Sedayu was carried out in accordance with the 2013 curriculum. The German teacher at SMA N 1 Sedayu had made a complete learning tools with the syllabus developed and RPP. In German learning, the German language teacher not only explained about the learning material but also inserted character education according to the context or theme of the learning material that was ongoing. Observation of researchers in the field shows that the way teachers integrate character education in German learning through advice, story telling, reprimand, warning, discussion, exemplary examples, motivating, appreciation. The teacher gives advice to students so that they can utilize intelligence that is balanced with attitudes and religion well, honestly, politely speaking with other people or strangers, brave, diligent in worshiping, helping each other in learning, and doing tasks well. The teacher takes exemplary character values from German culture. Examples of integrating character education in German language learning are concretely found for example: teachers tell stories so that students are diligent in learning; the teacher gives a reprimand to students who are late, have not collected assignments, do not listen to explanations, do actions that are not polite to be done in the classroom during learning such as washing hair. The teacher reminds them to not chating with friends when learning takes place. The teacher firmly admonishes students who are not good looking like wearing clothes not well. The teacher emphasizes that students do not cheat, reminded them not to do other subject assignments when learning German, and invites students to discuss and give opinions on themes related to morality.

The teacher gives advice to students to be able to utilize intelligence but is balanced with good attitudes and religion, honest, polite to talk to other people, be brave, diligent, help each other in learning, work on tasks well. The teacher also gives advice as well as provides exemplary examples of German culture, for example a culture of time discipline. The teacher gives advice by using various examples so that students are easy to understand, for example

in terms of protecting the environment and respecting other people especially parents, answering when there people who give greetings, and related politeness. When working on the test, the teacher gives advice to not to cheat and learn not only when it will be testing, so that students are better prepared. The value of honesty is emphasized by the teacher. If students have difficulties in learning, the teacher gives advice to use other methods that make it easier. In addition to understanding learning material, this method makes students creative by finding new learning styles. The teacher also provides stories related to life that are appropriate to the theme of learning. The teacher tells the story of the history of her struggle when she was a student so that students study diligently. The teacher also tells the teacher's experience regarding politeness, helping, and ordering. The teacher does not hesitate to give a reprimand to students who are late, have not collected assignments, do not listen when their friends advance, open books when dialogue because those who should have been memorized, take actions that are not good to do in class when learning such as chirping hair, insulting friends, chatting with good friends at the time of tadzarus, explanation of the material or when there is a presentation. The teacher makes a gentle but occasional reprimand that is also strictly enforced. The teacher also firmly admonishes students who do not look good, such as not using belts and not putting uniforms.

The teacher warns students not to ridicule friends, does not spread negative things, does not cheat, and does not speak on their own during lessons, reminding the negative habits of today's youth associated with the use of technology. The teacher gives a warning to students who are responsible for maintaining cleanliness. The teacher teaches students if they are given a compliment, they must be thankful and not arrogant, and discipline in collecting assignments. The teacher also reminds the students patiently who do other subject assignments during German language lessons. The teacher invites students to discuss and give opinions regarding learning materials that are full of character and values of character education. The discussion is used by the teacher to shape the character so that students become friendly, communicative, able to cooperate and tolerance. The discussion was carried out interactively with questions and answers before starting the lesson aimed at forming good morals for students. The teacher also conducts discussions with students when something happens that occurs during learning. Like when responding to various reasons students who do not bring the Qur'an, there are students who are late so the teacher asks the reason gently with the intention of wanting to know the reason first. If the reason for the indiscipline is understandable, the teacher immediately asks students to join in learning. The teacher does not prioritize emotions in dealing with students. The German language teacher is able to be an example for students. The teacher becomes a model example for students by showing their responsibilities as homeroom teacher, often saying 'danke' or 'thank you' during learning as a form of appreciation for students, controlling emotions when facing stubborn students, apologizing when making mistakes, teaching grateful, getting used to using friendly and communicative language or words, namely the word 'help', 'sorry', 'thank you, form students in groups so they can learn to work together. The teacher also invites them to read the Qur'an

so that students become believers and fearful people, pray for those who die to educate them to become people who care about the social environment.

The teacher provides motivations during learning, such as not underestimating students who have not won, but motivating them to work harder. Motivations given by the teacher include asking students to be active in learning motivating students to be brave, study hard, not lazing around, reading the Koran aloud, not being discouraged after losing the race, and not ashamed to ask. The teacher also motivates students to work alone without the help of friends. The teacher gives an appreciation such as appreciating students 'achievements by congratulating those who win, who answer questions correctly, who dare to appear, and respect students' answers even though the answer is wrong. The teacher appreciates students who have accumulated tasks and are creative in doing their tasks. The teacher respects students even though there are still many mistakes and appreciates by praising "gut" or "wunderbar" and recording the absent numbers of students to give them bonus points. The teacher gives an appreciation when learning that students diligently worship. The teacher gives appreciation in the form of praise to students who actively participate in the lesson, can take lessons or do assignments well. The teacher also gives praise to appreciate the success of students in working on tests. The German teacher is able to be an example for students, for example showing their responsibilities as homeroom teacher, often thanking them during learning as a form of appreciation for students, controlling emotions when facing stubborn students, apologizing when making mistakes, teaching gratitude, getting used to using friendly and communicative language or words, teaching to work with study groups. The teacher also invites pesrta students to worship and read the Qur'an so that students become faithful and fearful people.

The teacher provides motivations during learning, such as not underestimating students who have not won, but asking to work harder, asking students to be active in learning, brave, study hard, not lazing around, reading the Qur'an aloud, not discouraged after losing the race, not ashamed to ask questions and can work alone without the help of friends. The teacher also gives appreciation to students by congratulating those who win, praising "gut" or "wunderbar" for students who express their answers, scoring activeness for students who actively participate in learning, respecting students' answers even though the answer is wrong.

4.3. Explanatory Text

Based on the results of the questionnaire, it was known that 97.8% student confirmed that German learning was a fun learning. As many as 100% of students confirm that German language teachers treat students with respect and affection. As many as 99.3% of students confirmed that German language teachers appreciated the answers of students even though they were wrong. All students (100%) stated that the German language teacher gave a good example / combined good examples. All students also confirmed that German language

teachers often told stories as a form of moral teaching. Description of character education values integrated in learning German There are eighteen character education values that the German teacher instills in students. Based on the results of the observation, the eighteen values can be included in learning German but not all are explained in one learning material, but adjusted to the context or theme of each learning material or ongoing activities. Character values instilled by German teachers to students, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, love of peace, love of reading, caring for the environment, social care, and responsibility for learning.

There are 97.8% of students who agree that German language teachers instill religious value in German learning. As many as 98.5% of students agreed that the teacher instilled the value of honesty. All students (100%) agreed that the German language teacher instilled the value of tolerance among students. As many as 99.3% of students agreed that teachers instill discipline values. As many as 96.3% of students agreed that the German language teacher instilled the value of the spirit of hard work. As many as 96.3% of students agreed that the German language teacher instilled the value of creativity. As many as 98.5% of students agreed that the German language teacher instilled the value of independence. As many as 93.4% of students agreed that German language teachers instill democratic values. As many as 97.1% of students agreed that German language teachers instill in students to have a high level of curiosity. As many as 84.6% of students agreed that the German language teacher encouraged students to have a national spirit. As many as 85.3% of students agreed that the German language teacher also instilled the value of love for the country. All students (100%) agree that German language teachers value and encourage students to excel. Of all the students also confirmed that the German language teacher instilled a friendly / communicative value. All students also agree that German language teachers instill the value of peaceful love. As many as 97.8% of students agreed that German language teachers instilled the value of love reading. As many as 98.5% of students agreed that German language teachers instill environmental care values and as many as 100% of students agree that German language teachers instill the value of social care. responsible. Furthermore, as many as 99.3% of students agreed that the German language teacher invested the value of responsibility.

The values of character education are not all directly related to learning material. However, the German language teacher also relates it to the situation and conditions that take place during the learning. For example, the teacher assigns individual tasks to instill creative and independent values, the teacher praises the work of students to develop the value of appreciating achievement, the teacher forms a discussion group of students to develop values of tolerance and communicative, the teacher reminds students to be quiet for a moment when the call to prayer is heard while German language learning is underway as a form of develop religious values, etc. From this description, the 18 values of character education can be

instilled in learning German, not only the values that are appropriate to the material, but also the values that are appropriate to the conditions in the learning at that time. This requires the sensitivity and foresight of the teacher to see the learning situation.

Description of convenience and obstacles in integrating character education values on learning German In integrating character education values on learning German. The teacher gets the ease of active participation of students in learning. In addition, the cooperative attitude of students during learning will also facilitate the teacher. Both of these are the prerequisites for communicative learning with two-way interaction. Teachers and students work together to create communicative and interactive learning. With the ongoing communicative learning of German with two-way interaction, it is easier for teachers to instill character education values. That way, learning German will work well. Learning German that does not work well is certainly not able to be integrated with the values of character education. The school also supports learning German and character education in the form of learning support facilities. The principal also regularly monitors the integration of character education in learning conducted by the teacher. With the support of the students and the school, German language learning that integrated with character education values can be carried out. However, in practice German language teachers also encountered obstacles. The obstacle in integrating the character education felt by the German language teacher in learning is the large population of students in each class which is accompanied by the variety of characters and backgrounds of each student. Character and background of students differ from one another, so the way the teacher reacts must be different. For example, a strong reprimand from the teacher to student A can make the learner deterrent and not repeat the mistake. Subtle reprimand will only be ignored or ignored, so the teacher must be firm in giving a warning. Meanwhile, the same reprimand to student B can make the student feel embarrassed and afraid, so he does not feel comfortable with the German teacher and does not like learning German. This will have an impact on the low enthusiasm of learning German. Another obstacle felt by the German language teacher is that students are busy or too active so that they can interfere with German language learning and other learning, or instead do not pay attention when learning takes place. In other words, there are some students who are too active to be passive in the same class so that learning is not running smoothly.

These two contradictory conditions prevent German language teachers from carrying out German language learning smoothly which is integrated with the values of character education. The existence of these obstacles is due to the diversity of characters and background of students. The way the German teacher overcomes obstacles is to take action to overcome them in the form of reprimands both subtly and firmly, advice not to do bad things, and help find solutions. The teacher always gives motivation so that students are not passive, brave, and enthusiastic in German learning.

4.4. Discussion

Based on the results and discussion of the research, then the implications from this research include the following. First, the results of this research can provide information and figures to the researchers about integration character education values in German language learning. The information about that can be obtained through this research covers the ways, the values that appear, the ease, and the obtacle. Second, German language learning can be more well planned, so that they can create an effective Germany language learning. Learning through the planning of the preparation of the syllabus and the RPP that integrated with character education, preparation that integrated learning material values character education, deployment in the learning and the addition of other values in the appropriate situation and learning conditions at that time. Third, this research is an appreciation for German language teachers in SMA Negeri 1 Sedayu, Bantul over it in forming the next generation character. Thus, the teacher is more motivated again in integrating character education values in German language learning. Fourth, the results of this research can also motivate other German language teachers to care about the characters of the learners and seeks to integrate the values of character education in German language learning. As we know, the goal of German language learning is not only about the material of German language, but also develop the values of character education to the learners.

5. Conclusion

Based on the results of the study, it can be concluded that the integration of character education values in German language learning can be pursued through storytelling, giving examples, advice, reprimand, guidance, motivation, and appreciation. German teacher of SMA N 1 Sedayu implements all 18 character values, namely religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, love peaceful, fond of reading, caring for the environment, social care, and responsibility. These values are not only adjusted to the learning material, but can also be adjusted to the learning conditions at that time. The teacher gets the ease of active participation of students in learning. The obstacle in integrating the character education felt by the German language teacher in learning is the large population of students in each class which is accompanied by the variety of characters and backgrounds of each student and the activity of the students itself, they are busy or too active or instead do not pay attention when learning takes place.

References

Book

[1]   Djavvani, S. (2002). Bahasa dan kesadaran: kajian humaniora. Yogyakarta: FIB UGM & Sinergi Press.

[2]   Lickona, T. (2013). Mendidik untuk membentuk karakter: bagaimana sekolah dapat memberikan pendidikan tentang sikap hormat dan bertanggung Jawab. (Terjemahan Juma Abdu Wamaungo). Jakarta: PT. Bumi Aksara.

[3]   Moleong, L. J. (2012). Metode Penelitian Kualitatif. Bandung: Rosda Karya.

[4]   Sugiyono. (2008). Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.

[5]   Suminar, P. (2003). Integrasi dan disintegrasi dalam perspektif kearifan lokal. Jakarta: Bupara Nugraha.

[6]   Zuchdi, D. (2012). Pendidikan karakter: Konsep dasar dan implementasi di perguruan tinggi. Yogyakarta: UNY Press.
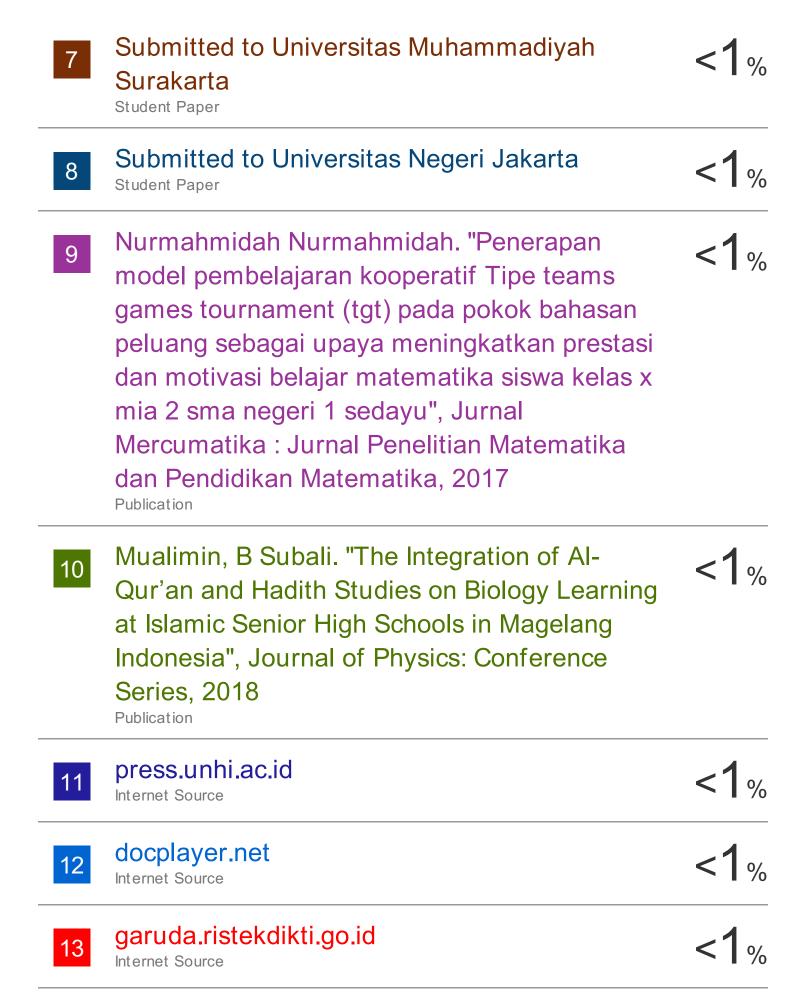
Journal Papers

[1]   Puspitaningsih, A.I. (2014). Implementasi Pendidikan Karakter Pada Kegiatan Bahasa Inggris Di Smkn 1 Kandangan Kalimantan Selatan. Jurnal LingTera, (1) 1, 15-27.

[2]   Setiawan, A.K. (2011). Integrasi pendidikan karakter dalam pembelajaran berbasis interkultural. Jurnal Pendidikan Karakter, (1), 110-118.

Laws

[1]   Undang-Undang RI Nomor 20, Tahun 2003, tentang Sistem Pendidikan Nasional.

2018-Jurnal AP (on Progress indexed Scopus)_The Integration of Character Education Values-RahmaKurniaNovitasari

7   Submitted to Universitas Muhammadiyah Surakarta
     Student Paper   <1%

8   Submitted to Universitas Negeri Jakarta
     Student Paper   <1%

9   Nurmahmidah Nurmahmidah. "Penerapan
     model pembelajaran kooperatif Tipe teams
     games tournament (tgt) pada pokok bahasan
     peluang sebagai upaya meningkatkan prestasi   <1%
     dan motivasi belajar matematika siswa kelas x
     mia 2 sma negeri 1 sedayu", Jurnal
     Mercumatika : Jurnal Penelitian Matematika
     dan Pendidikan Matematika, 2017
     Publication

10   Mualimin, B Subali. "The Integration of Al-
     Qur'an and Hadith Studies on Biology Learning
     at Islamic Senior High Schools in Magelang   <1%
     Indonesia", Journal of Physics: Conference
     Series, 2018
     Publication

11   press.unhi.ac.id
     Internet Source   <1%

12   docplayer.net
     Internet Source   <1%

13   garuda.ristekdikti.go.id
     Internet Source   <1%

14 media.neliti.com
Internet Source
<1%

15 Sofyan Mustoip. "Character education implementation for students in grade IV SDN 5 Sindangkasih regency of Purwakarta West Java", Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran, 2018
Publication
<1%

16 Dwi Pratiwi. "Improving The Tenth Grade Students' Writing Skill By Using Picture Series", JELE (Journal of English Language and Education), 2016
Publication
<1%

Exclude quotes	On	Exclude matches	< 2 words
Exclude bibliography	On		

2018-Jurnal AP (on Progress indexed Scopus)_The Integration of Character Education Values-RahmaKurniaNovitasari