



Teacher Strategies in Character Education Development in Kindergarten

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Abstract

Character education is an attempt to create the next generation who have a superior character. This expectation will not be achieved easily without the teacher's role as an educator, especially early childhood educator in character building. The purpose of this study are : 1) to understanding the strategy in the development character education used by teachers in K-1 and K-2, 2) to understanding the learning management including planning, implementation and evaluation of character education in K-1 and K-2, 3) to understanding supporting and pursue factors of character education in K-1 and K-2. This study used the comparative method of qualitative research. Data collection techniques used observation, interview and documentation. The result of this study showed that the strategy in K-1 is teacher's modeling, routinely or habituation. While the strategy in K-2 used integrated with learning, habituation and giving rewards. Planning in K-1 consist of making an integrated curriculum with character education, integration with daily activities, the evaluation is done by observation technique. While the planning in K-2 making a specific curriculum, the implementation is done with daily activities, the character education assessment contained in the column of Akhlaqul Karimah. The supporting factors of character education in K-1 and K-2 is the teacher's competence, learning media and infrastructure. The pursuers factor in K-1 and K-2 is the parents do not instill character education at home.

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INTRODUCTION

This study was conducted in TK Negeri Pembina of Central Java, here in after referred to K-1 and TK Islam Hidayatullah here in after called the K-2. This study is motivated by the facts that occurred in the field such as student brawls, promiscuity and corruption into several legal issues and moral that occurred in Indonesia. These facts give a lesson on the importance of moral education and the cultivation of noble character early on. Therefore, this study aimed to examine the practice of character education in preschool educational institutions. Specifically, this study aims to answer questions that include: 1) how the character education development strategy used by teachers in K-1 and K-2? 2) how to shape learning management which includes planning, implementation, and evaluation of character education, in K-1 and K-2? 3) What are the supporting and pursues factors character education in K-1 and K-2?

Efforts to prevent a more severe moral crisis, those efforts initiated through Character Education Nation. Character education is important because it can maintain the noble values of the Indonesian nation in the past, besides the characters will show attitude, words and behavior of someone that would be someone identity. According to Ratna Megawangi (in Syarbini, 2012), character education is an attempt to establish that the child is able to become a figure of a wise and can apply anywhere a child is and is not easily affected by the external environment is not good. Good implementation of learning requires support components. These components consist of learning approaches, learning strategies, teaching methods, and learning models. Learning approach by Philip R. Wallace in Majid (2013) is from a learning standpoint, the viewpoint can be centered on the teacher and the student. While learning strategy is an attempt to achieve effective learning instructional strategies needed to do the teacher and student (Kemp in Hamruni, 2012). Unlike the learning strategies, Iskadarwasid and Sunendar (2008: 40) defines the method of learning is "a procedure to achieve its intended purpose". While learning model is "a plan or a pattern that is used as a guide in the classroom learning or learning in tutorials and to determine the devices of learning included in books, movies, computers and curriculum" (Dewey in Majid, 2013: 13). In the implementation of character education also requires the components mentioned.

Implementation of character education in

K-1 start when the child enters the school gates, teachers greeted students with the Javanese language greeting "*sugeng enjang?*", Then a student to each class and put the bag in accordance with their respective places. Before entering the classroom, students are invited to the morning ceremony, gymnastics or morning activities with the Javanese language. Children are invited to pray before doing activities with the Indonesian like the following prayer before going home "thanks God for all the fortune, protect the mother's father, to protect our homes, Amen". Everyday activities that reflect the character education among others practicing musicians, traditional dance, play traditional games and kinesthetic activities with Javanese song.

While the implementation of character education in K-2 begins with a welcome by teachers picket in front of the door with the greeting. The event begins with a recitation asmaul husna, a short letter of Al Qur'an, pledge with the Arabic language. Students are invited to kinesthetic activities in the yard or play at out door area. Before entering the classroom, the child off their shoes and put on a shoe provided. Teachers also instill self-reliance when children take food and return the utensils that have been used. The activities ended with midday prayer in congregation, the teacher guides the reading order of the other children and teachers at students lines to supervise and corrected if there some less precise.

Learning strategy is an attempt to achieve effective learning instructional strategies needed to do the teacher and student (Kemp in Hamruni, 2012). In line with these opinions, Gerlach and Ely in Majid (2013: 7) explains that "learning strategy is a way that is chosen to deliver learning material in a particular learning environment". Based on the ten components, it can be seen that all components have an important role in the implementation of the implementation of character education in schools. The components of the learning strategy will affect the course of learning as these are the factors that influence learning strategies.

As a system, a component of learning includes among other the goals, materials, students, teachers, methods, situation evaluation. Based on these components, it can be seen that all components have an important role in the implementation of learning in school. The components of the learning strategy will affect the course of learning because the factors that affect the learning strategy.

Then one of the determining factors of learning goals is learning strategies. There are va-

rious components in the learning strategies, the necessary continuity between the factors with other factors to achieve successful learning objectives has been defined previously. Selection of learning strategies must also be adapted to the circumstances in which learning will take place so that the implementation of learning strategies can operate effectively and efficiently.

Education in Indonesia is an effort to educate the nation Indonesia, education is based on the UU.No. 20 of 2003 is as follows: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skill needed him, society, nation and state."

The word character comes from *character*, *kharaseein*, and *kharax* which means tools for making (Syarbini, 2012: 13). Based Guidelines for Character Education in early childhood by the Directorate General of Early Childhood Education, Non-Formal and Informal (2012: 4), "Character education is instilled character values to students which include knowledge, awareness or willpower, and measures to implement the values of goodness and virtue, the Almighty God, ourselves, our fellow human beings, the environment and nationality in order to become a man the moral ". Character education is an effort that was designed and implemented systematically to help learners understand the values of human behavior are good.

The application of character education for early childhood

According to Thomas Lickona in Megawangi (2009: 28) describes the character education that "character consists of three interrelated parts, namely moral knowledge (*moral knowing*), a sense of morality (*moral feeling*) and moral behavior (*moral behavior*)." So, how effective to form a good character is to combine these three aspects. Meanwhile, according to guidelines for the implementation characters education on Early Childhood Education (ECD) by the Directorate General of Early Childhood Education, Non-Formal, and Informal (2012) there are seven principles of character education must be implemented by educators and institutions of early childhood education, namely, teachers should serve as role models or a role model for students both in word and deed. Character education to early childhood should also be carried out repeatedly and sustained so well embedded, besides educational character is not able to stand on its

own so that it requires a means to instill character education as the sing a song, kinesthetic activities and children's artwork.

The purpose of this study are: 1) to understanding the strategy in the development character education used by teachers in K-1 and K-2, 2) to understanding the learning management including planning, implementation and evaluation of character education in K-1 and K-2, 3) to understanding supporting and pursue factors of character education in K-1 and K-2.

RESEARCH METHOD

The method used in this study is a research method with a qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed" (Bog and Taylor in Moleong, 2006: 4). The primary data sources such as interviews and observations conducted by researchers at the headmaster and teachers K-1 and K-2. Researchers will also make observations on the student group B in K-1 and K-2. Secondary data were used by researchers in the form of documents and records related to character education in K-1 and K-2.

In this study, researchers are the key informants data retrieval. However, to reduce the risk of errors in the conduct of research support in the form of an instrument used for observation cameras and recorders as a supporting interview. Utilization of research instruments used to avoid subjectivity author in writing the results of observations and interviews.

Data acquisition techniques used in the form of observation, interviews and documentation. According to Sutrisno in Sugiyono (2009), the observation is a complex process and is composed of a variety of biological and psychological processes. The technique of collecting data through observation chosen because researchers want to obtain data on the strategy of respondents in developing character education and student responses to the planting of character education has been done.

The data analysis technique used to answer the problem formulation. According to Miles and Huberman (Sugiyono, 2009: 249) explains that the data analysis is done interactively through a process of data reduction, data presentation, and verification or conclusion. Steps to the analysis of the data by the method of Milles and Huberman (2009: 16) is a data reduction, data presentation, making conclusions.

RESULTS AND DISCUSSION

Strategies used by teachers in K-1 consists of modeling, routine activities, the programme activities and integrated with all of the developments. Modeling in K-1 done by teachers participating in the activities of children and be an example for children.

"Teacher's modeling continues to direct practice, every Monday that the voluntary work including care for the environment." - Interview data is processed, the emphasis of the author.

Based on the information above can be seen that the example of the teacher has an important role in character education. This is consistent with the Rifa'i in Bandura (2009) that students obtain information or learn by imitating the behavior of the teacher. In this case, the teacher as a role model for students strategies in character education. So this opinion can be seen that the example is one of the strategies for the cultivation of character education, especially for young children.

The second strategy used in the development of character education in K-1 is routine activities. Routine activities can also be called habituation. Routine activities at K-1 includes a ceremony on Monday morning and spoke with the Java language on Thursday. Routine activities or habituation in K-1 is under the supervision of the teacher. The role of teachers in regular activity is to remind and correct the attitudes of children who are less precise.

"we already make it a habit of character education are go to class himself off his shoes, put on his own shoes that also included a self-serving self-sufficiency." - Emphasis writer.

Routine activities is an activity that is repeated from the beginning to the end and the activities performed again later. It is agreed by Brewer (2007) which states that teachers play an important role in students' attitudes habituation. Teachers can remove students' attitudes are not in accordance with the continuously repeating manner appropriate behavior. Then habituation is needed to develop character in the students education.

Programmed activities as the third strategy used for the development of character education in K-1. Programmed activities at the institute, among others, a police friend of the child to develop aspects of the discipline, dancing and playing traditional musical instruments to develop aspects of the preservation of the local culture as well as the characteristic of K-1. Planting of cha-

acter education can be carried out both inside and outside the classroom. Character education can also be implanted through learning activities programmed and spontaneous activities. So the cultivation of character education is not fixated only in the classroom.

The next character education development strategy is integrated with all the scope of the development. The point is the development of character education is not able to stand on its own. In accordance with the results of the interview as follows:

"Integrated with the developmental aspects, through the moral values of religion, yes through language, through cognitive, through physical motor" - the emphasis of the author.

Based on the results of these interviews can be seen that the integration of character education can be done through forming with "getuk" (paste from casava), drawing custom clothing and kinesthetic with Javanese songs. Elmubarak (2009) argued that the integrated learning leads to structured learning activities on certain themes or subjects as its center point. Thus, character education in K-1 integrated with aspects of child development.

While character education development strategy in the K-2 is integrated with learning. Learning in K-2 are integrated with Islam because it is the under-based foundation of Islam. The following interview results obtained by researchers:

"The strategy yes directly integrated with the learning." - Emphasis writer

Or,

"It integrates character education for character education can not alone." - Emphasis writer

Based on these data it can be seen that in developing a character education in K-2 using other aspects of education as a means of character in children. Aspects of patriotism can be developed with playing angklung, before entering the class had to take off his own shoes and placed in a specified place and take food independently to develop the child's independence. According to Lickona in Megawangi (2009: 108) explains that the character consists of three interrelated parts, namely "moral knowledge (*moral knowing*), a sense of morality (*moral feeling*) and moral behavior (*moral behavior*)". An effective way to establish a good character is to combine these three aspects. Thus, the implementation of character education can not alone, but must be integrated with

other aspects of support ranging from children to school and to school children of all activities done by children should be integrated character education as implemented in K-2.

The second strategy in the K-2 is character educational activities carried out by refraction. This activity is carried out since the child goes to activities over and done repeatedly every day. Here are the results of interviews with researchers:

"Obviously, we use *habituation*. Because children can do it because they are doing." - Emphasis writer.

Or,

"If the school has been implanted through good *habituation* will *make a strong character*." - Emphasis writer.

The purpose of the above statements is habituation conducted in K-2 is to conduct activities related to character education continuously and repeatedly in the hope the child will be familiar with these activities so that a character inherent in children. Habituation activities carried out by reading *asmaul husna* every morning and memorizing short letter of Al Qur'an after the activity ends the student midday prayers in congregation with teachers to develop aspects of the character of respect. Syarbini (2012) describes the method of implementation of character education in schools one of which is to educate by habituation. Expected of habituation-conditioning child's well done in a sustainable manner will shape the character of the child to be good and not easily forgetting from the child.

The last strategy used by K-2 to developed of character education is using the reward. Teachers hope with the reward the child motivated to always carry out the educational aspects of a character or called good moral. Here are the results of interviews with researchers:

"Strategy with *reward*. Because then the child becomes excited" - the interview.

An award or reward is given in the form of a compliment to the child. All children get a chance to get the reward because teachers provide opportunities for all children. Character education is considered as a process rather than results. Rewards something was given or done in good reception results, it can come back to something abstract or concrete. Hurlock (1978) reward position as one of the important things of discipline, reward means awards words of praise, a smile or a pat on the back.

Development of character education will not succeed without learning management consisting of planning, implementation, and evaluation. Planning learning in K-1 performed at the beginning of the school. Here are the results of interviews with researchers:

"Before the beginning of the year *preparing the first annual program* plan, after that, we *explain to our program the last semester down into weekly, once weekly to daily*." - Emphasis writer.

Planning in K-1 was conducted to prepare an annual program to plan for daily activities. Teachers directly involved in the preparation of lesson planning. Lesson plan in K-1 has been implementing a character education curriculum owned since this school. The curriculum of K-1 refers to the Permendiknas No.58 of 2009 and combined with the character education as well as local culture. The lesson plan can be implemented by principals and teachers in an institution. According to Fattah, in Sutomo (2009) defines the planning consists of formulating objectives to be achieved, the selection of programs to achieve the desired goal. In line with these opinions, the curriculum of K-1 based Permendiknas No.58 of 2009 was added to the local character and culture education because these institutions make character education as a characteristic of the institution so that a curriculum of K-1.

Implementation of the development of character education in K-1 implemented since July 1, 2010. K-1 have integrated character education in daily activities, both in learning and at rest. Here are the results of interviews with researchers:

"*Drawing*, coincidentally the theme of my homeland, we want to instill a sense of nationality, the children were asked may draw a *flag*, simply select a *picture*, may *state emblem*, may in *Pancasila emblem*, or *draw custom clothes*" - emphasis writer.

The integration of character education in K-1 was integrated with daily activities. Such as excerpts of the interview above is known that drawing activities are integrated with the educational aspects of the character of patriotism. Planting character education integrated with daily activities, it is in accordance with the Technical Guidelines for the Implementation of Character Education in early childhood that the principles of character education are done thoroughly, integrated into all aspects of development.

Evaluation of learning in K-1 carried out every day, not only in the evaluation of learning but also evaluate the implementation of character

education. If the child has not been able to carry out one of the aspects of character education that was developed then the teacher will repeat until the child is capable and able to carry out these aspects. This is in accordance with the following interview excerpts:

"Assessment of its character education that we can see *the extent to which the achievement of the child*, if the children did not play we need to repeat again until completely embedded." - Emphasis writer.

Ways in which the teacher to evaluate character education through observation. According to Lestari in the Faithful (2009) states that the evaluation is done for the success of the curriculum developed. Relating to the evaluation study done to see the extent of learning. Evaluation is done every day by teachers in K-1. The goals of activity are to see how far the character is embedded in students' education. Teachers K-1 using the observation to evaluate character education students.

While planning for character education in K-2 include implementation planning, curriculum, and the making of an annual program up to daily. Lesson plan in K-2 carried out before the beginning of learning, teachers have the opportunity to be directly involved in the making of this institution curriculum. Curriculum K-2 refers to Permendiknas 58 and combined with good moral, the blend is then a special curriculum of K-2. Curriculum developed a special curriculum created by teachers and headmaster K-2.

"We potion with friends to make a Hidayatullah's *curriculum*. Implementation before entering the early years of learning." - Emphasis writer.

Or,

"*Curriculum* into a syllabus that we describe it then became *daily activities, and character education* is also included, each activity the child must be a character that we should cultivate." - Emphasis writer.

So, the lesson plan in K-2 is the result of joint work of teachers and principals that have been integrated with education or *good moral* character. According to Kauffman in Sutomo (2009) is the stage of planning to determine the goals and objectives to be achieved in order to achieve objectives effectively and efficiently. Planning the implementation of character education in K-2 include making the curriculum, and the making of an annual program up to daily activities. The activity was carried out for the purpose of developed

character education in these institutions can be achieved effectively.

Implementation of character education in K-2 since the school was founded is 1988. The character education at this institution called good moral or *akhlaqul karimah*.

"The characters in our religion the *good moral* should be adequate for. Because our example, the Prophet Muhammad as a role model has tremendous moral" - emphasis writer.

Character education in K-2 to make the Prophet Muhammad as a role model. The agency then makes the figure of the Prophet Muhammad as an exemplary figure. According to the *Technical Guidelines for the Implementation of Character Education in early childhood* (2012: 15) explains that "the example of an activity that can be replicated and be a role model". Then the character education that was developed in the K-2 mimic activities exemplified by the example of the figure, the Prophet Muhammad. Morals of the Prophet Muhammad be a role model of his parishioners, including character education in K-2.

Evaluation has been incorporated into the development of children's report book. Good moral of development has been written in the report book and filled by the teacher. Evaluation based on observations and stated in the form of a *check-list* (√).

The success of character education in K-1 can not be separated from the supporting factors. The first factor is the competence of teachers in instilling character education to students. This is consistent with the results of the interview as follows:

"The ability of teachers *themselves, teacher competence*." - researcher emphasis

Or,

"*Human Resource of the teacher*, because the main capital" - the researcher emphasizes.

Teachers become the critical success factors of character education in K-1. Accordingly, Koesoema (2013) explain that teachers in character education are important because it will make an effective character education. Based on the exposure can be seen that teachers play an important role in character education for students. The effective implementation of the planned character education is the responsibility of the teacher.

Early childhood has not been able to think abstractly, then the media is necessary as a means to help teachers provide information to students. According to the *Character Education Guidelines for Childhood* (2012) defines learning media is a me-

dium that can support character education. Media that supports character education in K-1 in the form of images and video. The media used to infuse aspects of character education to students.

The infrastructure needed to support the success of a program. The role is considered very important infrastructure to support the development of character education in K-1. Existing infrastructure in the K-1 to support the development of character education among others bins with 3 classifications (plastic, paper and leaves), the discovery of the box, charity box, box offerings, puppets and hand washing facilities in every room. One aspect of the implementation of sustainable learning according to Lestari in Mukminin (2009) is the availability of learning tools to support learning. In line with these opinions, the availability of adequate infrastructure to be a factor supporting the implementation of character education. While the obstacles encountered by educators K-1 in the development of character education is the attitude of parents who do not support character education. Delicate's research results (2012) states that many of the factors that led to the failure of character education that lack of parental attention. In this case, a lack of parental attention in character education in schools makes obstacle in the development of character education.

While the supporting factors of character education in K-2 the first is the competence of teachers. Experience in instilling *good moral* teacher has been done for many years to make the teacher as a role model for the planting of character education of children.

"The *competence of teachers*, teachers who consistently *support the success of character education*." - writer emphasis.

Supporters success of character education in K-2 is the competence of teachers to be role models for students. Lickona (2013) stated that teachers can serve as an example, that student teachers become role models both inside and outside the school. This is consistent with the character education in K-2 as an example for student teachers for the implementation of character education.

The second supporting factor for the K-2 is the learning media as a means to help the character education for children. The media used may be movies, books, and pictures. Learning media according to the *Technical Guidelines Character Education in early childhood* (2012) is seen as a contributing factor of character education. Learning media in the form of media available learning

environment and early childhood institutions can support character education. The availability of infrastructures supporting factors of character education, among others, the child purse hanger, trash bins in every classroom, a room of worship (*mosque*) which can accommodate all students and hand washing that can reach students. This is in accordance with UU No. 19 of 2005 on the National Education Standards concerning the standards for school infrastructure nationwide. Factors flurry of parents resulted in a lack of attention to children and less attention to the things that became an important point in school.

While the inhibiting factor of character education in K-2 is busy parents and entrust the child to care of a maid, because the maid did not practice a character education at home. Character education that has been implemented in schools was discontinued when the child at home. Flurry factors of parents resulted in a lack of attention to the children.

CONCLUSION

Teachers strategies used in K-1 for the development of education consists of character modeling, routine or habituation, activities programmed and integrated with all the scope of the development. While the strategy of teachers in K-2 among others, integrated with learning, habituation, and giving *rewards*. Planning in K-1 is done by creating a curriculum that is integrated with character education, the implementation of character education in K-1 integrated with the daily activities and the local culture. Evaluation of character education is done every day by teachers with the observation, if there are children who have not been able to apply some aspects of character education, the teacher will repeat these aspects to the child later. While character education in K-2 is called the good moral or *akhlaqul karimah*. Planning is done by making the curriculum and developed into an annual program, semester, monthly and daily programs. Implementation of the development of character education in K-2 conducted by routinely. Character education assessment contained in the column good moral or *akhlaqul karimah*. Factors supporting character education in K-1 is the competence of teachers to be exemplary, instructional media used were images and movies, as well as the availability of infrastructures such as trash, discovery boxes, boxes, and boxes charitable offerings. While supporting factors in the K-2 is the competence of teachers to be role models for *good moral*, instructional media such as movies, books, and pictures, and the

supporting infrastructure of character education in the form of a place of worship, hanger bag and hand washing. While the inhibiting factor of character education in K-1 and K-2 was the attitude of parents who do not support character education, especially when children are at home.

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