

## Implementation of Discipline and Politeness Value and Their Relevancies Toward Social Attitudes of Elementary Students

Melinda Candrawati<sup>1</sup>, Hamdan Tri Atmaja<sup>2</sup> & Muhammad Khafid<sup>2</sup>

<sup>1</sup>Public Elementary School 01 Kubangputat, Brebes, Jawa Tengah, Indonesia.

<sup>2</sup>Universitas Negeri Semarang, Indonesia

Email: [jpk@mail.unnes.ac.id](mailto:jpk@mail.unnes.ac.id)

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### Abstract

The Implementation of character value in education is important to foster the social attitude of the students to create better personalities for the sake of being human as well as good members of society. The purpose of this research is to describe and analyze the implementation of instilling discipline and polite character values toward social attitudes of the student; both inside of social study learning, and family. This research used a qualitative method. It was done at Kubangpari 01 Public Elementary School, Kersana district, Brebes Regency. The techniques of collecting data were interview, observation, and documentation. The validities of the data were source triangulation and method. The processes of analyzing data were done through data reduction, data presentation, and data conclusion/verification. The implementation of discipline character value foster into social study learning based on observation was done through initial activity before learning until it had finished. The implementation of polite character value into family life was based on training or habit to obey rules, parents' command. Parents fostered the implementation of polite character value in family life by advising them to respect older people, to be polite and not to be rude while talking.

**Keywords:** *character value instilment, social attitudes, social study learning.*

### INTRODUCTION

Character education is meant as planned effort to allow learners to be aware, care, and be able to internalize values so they can give their best role to the society (Samani, and Hariyanto, 2012). The implementation of character values in education is very important to foster attitudes or social attitudes of the students to be more human and be a good society member.

Primary education has an important role due to its a basic step to developing the skill and ability of the students to support their educational process at a higher level. In line with the notion, Wibowo (2015) explained that character building for primary school children is highly valuable rather than building morality. It relates not only to a right or wrong matter but also to proper habitual attitude instilment in life so that they are aware of and have the commitment to implement good deeds in daily life. Sugiyono, Sulistyorini, and Rusilowati (2017) stated that character education of a nation is education of developing values of the character of students, so the values become their principle to think, have a good attitude, and act in developing themselves as individuals, members of society,

and citizens. The effort of instilling character values can be done through social study learning. Sapriya (2015) argued that social study at school level has goals to prepare the students mastery of knowledge, skills, attitudes, and values to be utilized in solving personal or social problems and to have the ability to make a decision and to participate in various social activities in order to be better citizens.

The social study has a strong relationship to character formation in building social attitudes of the students, in which social study discusses various attitude associated phenomena done by students. Character education, moral education, or character building can be categorized as efforts to promote and internalize primary values or positive values into citizens to be confident, strong and moralized, democratic and responsible, and able to survive nation in social life. Character education will always develop noble character and proper habits for students (Surahman, and Mukminan, 2017).

Lickona (2012) revealed that school and parents should cooperate to overcome moral regression of student nowadays. The most in-

fluent environment for children is a family environment. Primary environment greatly influences individuals compared to the secondary environment (Khafid, 2017).

The implementation of character value on the social study is also expected for students to understand righteous values so they can be independent; they can improve and use their knowledge to review and internalize character values into daily life. It is in line with Yatmiko, and Banowati (2015) stating that characters are developed through knowledge into habits. It needs three proper character components such as moral knowing, moral feeling, and moral action. The purposes of those components are to let students being able to understand, feel, and teach character values at once.

Currently, the fact shows that character values through learning have not been maximally applied. Current implemented learning at school is still cognitively oriented. Meanwhile, affective aspects still do not get attention. The school still assumes that successful learning is measured through task and understanding toward the given material without fostering the personal characters of the students. It also happens in SDN 01 Kubangpari. Based on the observation, the learning orientation only focuses on cognitive aspects. The character implementation is not fully applied.

Hardoko, Salindeho, and Wedi (2014) state that problems in fostering characters at school are indicating that it is still far from what it is expected. It is shown by lack of care toward a poor peer, ignorant attitudes toward peers, lack of tolerance toward peers, bullying or humiliating actions and grouping to a certain friend, and lack of politeness. Recently, our education portray draws attention from many elements of society. Purwaaktari (2015) in her research also revealed that nowadays, Indonesian faces social crisis since many societies poorly implement various social attitude realization in daily life.

The emerging phenomena both on TV and mass media about students with rude attitudes toward teacher have proved that students are not aware of politely behaving to elder people. Instead of blaspheming other people has been assumed to be a common thing, violating norms or school regulation, bullying, and brawling among learners, the violence of students toward teachers, compassion and care to others, have faded away. Cahyo (2017) also stated that those actions had been moral and ethical decadency signs for the learners.

Based on observation and teacher interview in academic year 2017/2018, various problems occurred at SDN 01 Kubangpari. It was gained a tendency shown through students'

characters during learning social study such as poor caring to peers with difficulties, being irresponsible by letting the books on table in the class instead of bringing them home, showing poor politeness while communicating to other older people – as for example: teacher, parents, or surrounding people at school. The students also show the attitude of indiscipline in the teaching and learning process and assessment activities. Those are reasons for students needing discipline and politeness fostering.

Martin (2012) in his research explained that parents have a better chance to implement character education to be integrated into family education through favorite game, music, or story of children. Based on the explanation, it can be noticed that there is disagreement between the ideal condition and reality. Therefore, some problems dealing with lack of social attitudes, poor implementation of character education in learning at school, can be solved through character education. This instilment at school aided by parents is expected to foster better personal character of students such as discipline and motivated.

From the problems above and observation and interview results at the school, there was a need to observe the character value instilment process of fifth graders. The observed values in the learning were discipline and politeness in the social study under theme 7, Events of Life.

Based on the explanations above, the problem statements are:

How was the instilment of discipline and polite character values of the students in social study implemented in Kubangpari Public School?

How was the instilment of discipline and polite character values of the students implemented in a family environment?

The purposes of this research were to describe the instilment of discipline and polite character values toward students' social attitudes in learning social study, and to describe the instilment of the character values in family life.

## **METHODS**

This research used a qualitative method to investigate object scientifically. The scientific object is an emerging natural object without being manipulated by a researcher (Sugiyono, 2016).

This research used a qualitative approach because we argued the right matters are hidden realities. Wulandari, Al-Muhdar, and Suhadi (2016) explained that qualitative research is the presence of the researcher in the field as an instrument manager and action designer.

The approach used was naturalistic. Naturalistic is an effort to understand interactional phenomena, attitudes, and types in the natural background (Basrowi, and Suwandi, 2008). This method was used to present interaction between teacher and student in instilling character values during social study learning at the school under theme 7.

Data and data source were informant, document, and observation data. The techniques of collecting data were interview, observation, and documentation. The used data validity was triangulation. Triangulation is a validity checker technique by using another thing (Moleong, 2007). The used techniques of triangulation were the source and method triangulation.

The research was done at SDN 01 Kubangpari, Kersana district, Brebes Regency. The research had the purpose to find out the instilment implementation of character values of the students in the social study. The subjects were not all of the fifth graders of the school as informants. Atmaja (2013) explained that in selecting appropriate informants could be done in accordance to basic formal and informal information by comprehending step by step to avoid any different double informant, or by conducting a preliminary study where researcher judge based on determined requirements. There were, thus, resulted the appropriate informants.

The subject of the research is the fifth-grade students of SDN 01 Kupangpari, but not all of the research subject became an informant. The informants are the students who have sufficient knowledge and ability to explain the research objective. The informants of this research were fifth-grade students, the teacher, the principal, and the students' parents. The consideration of the research is students identity. The researcher sees the students background, parents education, parents occupation, economic background and students attitude score at school. The process of analyzing the data used by Miles, and Huberman model (Sugiyono, 2016). It consisted of data collection, data presentation, data reduction, dan conclusion. The data analysis can be seen in Figure 1.

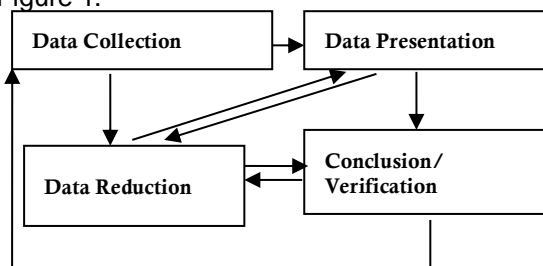


Figure 1. Interactive Model of Data Analysis (Miles, and Huberman, 1992)

## RESULTS AND DISCUSSION

The learning process is a strategic way to instill character values. Rasyid (2016) in his research stated school as an educational institution has the responsibility to conduct moral education and to help students in developing ways of thinking in making a moral decision.

The findings of character value instilment from the implementation of the school which was started by the planning stage until the end of the learning process. The methods used to gain the data were comprehensive interview and observation. The observation was done during learning. Meanwhile, an interview was done to get information from an informant, consisting of the principal, fifth-grade teacher, seven fifth graders, and seven parents of the students.

The instilment implementation through habituation and modeling to students were expected to make students practice the values in daily life. It is also stated by Rohendi (2016) that habituation is an educational meant. In habituation, students are elicited to realize specifically determined and demanded characters to be implemented in daily life.

The researcher got data result from the interview with Miss S, the class teacher, as follows:

“The way I instill character is by habituation. It was started by planning the lesson until the end of the lesson. There were so many ways, and activities can be done to instill each character to the students” (interview with S, the informant, on March 12, 2018).

### Discipline Character Value Instilment Process in Social Study Learning of Fifth Graders of SDN 01 Kubangpari

The implemented discipline character in educational world has a purpose of making students able to realize attitudes in conducting and obeying rules, laws or agreed regulation, the pattern of attitudes and orderly actions as well as obedience to agreement and rules. Furthermore, Aeni (2011) explains discipline character instilment has a purpose to manage students' attitudes to be better.

The process of instilment in social study learning, based on observation, was implemented through pre-activities before learning, such as checking students' punctuations whether they were late or not, asking them to march before getting into the class, promoting habituation and direction to students in asking permission of leaving the classroom during learning process, and punctual habituation in handing their task out. Furthermore, based on an interview with the teacher, she explained that discipline was instilled starting from pre-

learning activity until the finished learning process. However, the implemented instilment before learning had not instilled totally into students so there was a need to assert in instilling discipline such as by frequently punishing late students through punishment and warning with the expectation to make them aware of and not to repeat the action. The informant, the fifth-grade teacher, said:

“The effort to instill the discipline that I had done was using activities that teach students to know and let the student obey the rules, those are the rules in school and at home. The rule examples are students are not allowed to come late to school, they have to stand in line before entering the classroom, teachers have to check the school attributes because some students do not wear a belt or socks; I need to check, students have to ask for permission if she or he wants to leave the class during the lesson, they have also do the tasks in or on time. Those activities made the discipline instill in students mind” (Interview with Miss S, on March 12, 2018).



Figure 2. Pray Activity before Starting The Lesson

Furthermore, based on an interview with some informants from fifth graders with students D., R., and X., they said a teacher in the class instilled discipline during giving written exercise task by directing and regulating the students to do it by themselves according to their abilities and providing them time to finish it. This statement is from the informant, D, the fifth-grade student.

“Yes, I had been late for school, Ma’am. I don’t know, I forget. But it does not happen every day, just sometimes. No, Ma’am. The teacher just asked me to finish eating outside the class. After that, I can come into class. But if it happens many times, the teacher will be angry and punish me by erasing the blackboard or answering the questions in front of the class” (interview with student D, on March 15, 2018).

That statement is strengthened by the R statement. He said that the teacher would be angry with students who come late. Here is his statement.

“I have never been late to school, Ma’am. Yes, Miss S will be angry with them. She asked

them to finish their meal quickly after that they were allowed to enter the classroom.” (Interview with R, on March 19, 2018).



Figure 3. Students Activity in Break Time

Those two statements are strengthened by X statement. He said that students are trained to be disciplined and do the task by themselves. Here is his statement.

“No, Ma’am. I never cheat. I do it by myself. Yes, Ma’am, I do it on time. Miss S usually gives us time to finish it. If we finish, we must raise our hand; if we are not finished, she asks she or him to answer it in front of the classroom” (interview with student X, on March 20, 2018).

Based on the documentation, the implementation of the instilment was also seen until the end of the class, such as checking attendances whether the students were late or not, marching before getting into the class, praying and singing national anthem, checking students’ discipline in cleaning the class, and doing extracurricular activity such as classical Zuhur praying.



Figure 4. “Wudhu” before Praying Zuhur Together



Figure 5. Praying Zuhur Together

### Polite Character Value Instilment Process in Social Study Learning at SDN 01 Kubangpari

The fostering of politeness character is done in the social subject of fifth grade at SDN 01 Kubangpari. The teacher gives examples of good attitude so that the students have ethics and good manners to older people. This is in line with 's statement, Miss S. She said that in fostering politeness character, the teacher should give examples of how to behave in a good way and be polite to other people. The informant, the fifth-grade teacher, says"

"Give a good example so that the students have good ethics, polite in conveying words and doing activities. Giving good examples will make the students imitate and apply it in social life" (Interview with Miss S, on March 12, 2018).

Arianto, Hasyim, and Yanzi (2015) stated school is a good place to foster politeness. At least students are given understanding the importance of politeness to respect among students, teacher, and society. Furthermore, based on observation of the researcher during the activities, the teacher directed students to raise their hands if something was still unclear or they wanted to ask a question. Teacher applied other alternatives in instilling polite character like providing suggestions both during learning and outside of learning time. Students were also taught to shake hand while facing teachers or other staffs at school.

Habit or implementation implemented by the homeroom teacher had reflected that students had habitualized to implement polite character value not only to the homeroom teacher but also all staffs of the school. That occurrence is also stated by fifth graders with students N. T. and S explaining that teacher habitualized their students to act to others politely. The interview with students N and T is as follows:

"Shake hands and says as-salamualaikum, ma'am or sir. I shake hands with teachers and my mother at home. I don't know, Ma'am. I called the teacher name, raise

my hand or go straight to the teacher desk" (interview with students, N and T, on March 16, 2018).



Figure 6. Students are In Line to Shake Hand with The Teacher before Entering The Class

This is strengthened by S statement. He said that he never argues the teacher's command. It is his statement.

"No, never. I never argue the teacher's command. I usually do what she said immediately," (interview with S, March 17, 2018).

### Character Value Instilment Implementation on Social Attitudes of the Student in Family Life

Social character education in a family is the first environment experienced by children. Any form of family attitudes, especially to parents, both oral and action, with natures to teach, to guide or other habits to implement in the social life of family, will influence attitude development patterns of children. Dewanggi, Hastuti, and Herawati (2015) stated children in the country are much better grown, so they are closer to parents, more cheerful and playful with peers. They also seek their mothers at once when they are afraid or cry because the mother is responsive to reach children.

In this modern era, value character instilment must be fostered as early as possible since early childhood such as doing tasks with peers, socializing with peers by reviewing together, or playing with peers. It aligns with the statement of the parents of the students, Mrs. A., mother of R., Mrs. SY mother of D., and Mrs. E., mother of N., explaining that parents instilled character education since early childhood by socializing with peers, doing homework, helping parents, etc.

### Discipline Character Value Instilment into Family Life

Family, especially parents, is the primary environment in developing the personality of children. Discipline character of children can be trained and applied to children if parents also apply this attitude toward themselves which will be imitated by children. Wuryandani, Miftuh,

and Budimansyah (2014) stated that parents' involvement in discipline character education could prevent students' problematic attitudes. Therefore, indiscipline actions can be minimized.

Based on observation and interview, parents instilled discipline every day. It started from morning wake-up as one of habituations, cleaning and tidying children's stuff after they are playing, praying Subuh as their punctuality, and cleaning and tidying their bedroom becoming their habits.

The instilment of discipline character by parents to children is similar. It started from the beginning by giving order, teaching, and habitualizing to accomplish something in time. The trained and habitualized discipline character to children had been implemented and habitualized by children. The observation result from interview to children was known that children had habitualized living discipline. It also aligned with interview and observation results toward students' activities at home and also a statement from Mrs. K. and Mrs. SY. This is Mrs. K statement about discipline instilment at home.

"To instill the discipline to R., I teach him to do the activities on time. The activities are get-up time punctuality, room cleaning after praying subuh, tidying up the desk. He has been discipline for those daily routines" (interview with Mrs. K, on March 29, 2018).

The explanation is strengthened by Mrs. SY who says:

"To instill discipline, I taught him to get up on time. For the first time, I wake him up. Then, he can get up by himself, even sometimes I have to wake him up. I also taught him to tidy up his toys. Alhamdulillah, through habituation and example, discipline is already instilled in my son's mind" (interview with Mrs. SY, on March 27, 2018).



Figure 7. Interview with the informant Mrs. SY

In the other hand, there were some successions of children to develop discipline character appreciated by parents. That appreciation were varied by giving a gift or only compassion

expression and thanking utterance.

### Polite Character Instilment Implementation on Family Life

Parents did this instilment process into family life by giving advice to respect older people, being polite while talking, forbidding to yell at anybody, and speaking properly. It aligned with the interview done by the researcher to Mrs. SM and Mr. K as parents of the students in instilling polite character on the students.

From the interview, it is known that since childhood, the children were taught to act politely to older people, politely to speak, to shake hands by greeting, and to forbid them to yell at anybody. Here is Mrs. SM statement.

"To instill politeness, I taught him since he was a child. I taught him how to behave to older people, to speak politely, not to be rude even to his friend hitting him. He should go to the teacher to tell it. He shakes hand and says assalamualikum if he meets the teacher. I only told him, Maam. Alhamdulillah, he never does something rude" (Interview with Mrs. SM, on March 30, 2018).

Mrs. SM statement is in line with Mrs. K statement. She explained that politeness instilment is done by using good Indonesian language. Here is the statement:

"I taught him using the Indonesian language. When he communicates with older people, I taught him to be polite, not to be rude, and always be kind with friends. I also taught him to have good manner, not to do against older people, and to study hard. He never speaks something rude to his friends. Even he speaks using mixed language, Indonesian and Javanese; he never says a bad word like "bodoh, asem," etc. to his friends" (Interview with Mrs. K, on March 29, 2018).



Figure 8. Interview with the informant, K

Fahrudin, and Utami (2018) stated that the surrounding environment of an individual due to the applied habit of the environment would foster personalities by the existed habits. When the environment, both family and society, around an individual share positive custom, the individual will also have better and polite personality.

Polite character value instilment in the family is done by parents, especially mother by suggesting to respect older people, to be polite and not to be rude while talking, not to yell to anyone, to speak with proper language, and to shake hand and to greet while facing teachers or parents.

Aromandani (2014) stated character education is centralized on formal and non-formal education units and is promoted into four pillars. Those pillars are learning activity in the classroom, habitualized daily activity through the environment of formal and non-formal education units, extracurricular activity and daily life at home and society. The findings on the field about the implemented and instilled values by 01 Kabungpari Public Elementary School and fifth-grade homeroom teacher in instilling discipline and polite character values were in the social study learning process.

The findings of discipline character instilment on the field were done since at the beginning before learning activity was started until the end of learning time. However, the focus of discipline character value instilment implementation were not only done at the beginning of the classroom and during learning process but also at break times and exactly when the bell was ringing assigning to get into the class. It is because some students were still outside and late to get into the class. They are late because they were still buying meals. The action done by the teacher was asking students to eat up before getting into the class. Then, based on an interview with the fifth-grade homeroom teacher, after directing, the teacher warned the students. In fact, the teacher punished students when they were found frequently repeating the action.

Furthermore, based on documentation and observation above such as marching in front of the class done every day except Mondays and Fridays because there would be flag ceremonies on the days. The instilment implementation of discipline character value on social attitudes could be seen in students' attitudes which implemented character values in behavior or attitudes shown in daily life. Habituation of character values was done by the teacher during learning social study under theme 7, My Life Event. It aligns with Bourdieu theory (Roy Nash, 1999) discussing habitus and arena.

Krisdinanto (2014) stated habitus led and was resulted by social life. In one side, habitus is "structuring structure." The statement means that habitus is social value affecting human life – fostered from the process of socialization until creating ways of thinking and behaving pattern to be habituation inside of a human. Further-

more, Bourdieu (Karnanta, 2013) explained social space is an overall place or the occurrence of the social-interaction process to present oneself in the form of agents with various features but systematically united each other.

Habitus in instilling discipline character values of SDN 01 Kubangpari, generally, happened when the students had implemented behaving discipline and not being late to go school, habitualizing to pray before starting the lesson, being discipline in submitting task both school task and homework. Various habits are not separated from the existence of school and family influences.

The process of polite character instilment was social study learning of fifth graders at the school. Mulyasa (2014) explained politeness is an action to accept teacher advises, to avoid any fight with peers, to keep and understand other people's feeling, to keep order, and to speak calmly. The process was found inside of social study learning in the classroom where the teacher provided good attitude example to students to make them having good etiquette, polite attitude toward older people. Furthermore, based on observation during learning activity, teacher directed students to raise their hands when they had not understood something or wanted to ask.

Based on an interview with the homeroom teacher, by providing good attitudes and habituation activity were not effective and was able to be imitated by all students, so the teacher implemented other alternatives in instilling polite characters for the students, such as directing in the form of good suggestion done inside learning time and outside of learning time. Students were also taught to habituate by shaking hand by kissing parents' hands when facing teachers or school staff at school.

The explanation aligns with Bourdieu theory discussing habitus and arena. Habitus of polite character instilment of the students had been properly implemented. Respectful students' actions to parents realized the instilment by showing polite attitudes when meeting school principal or teachers. They shook hands by kissing the teachers' hands. The shown habitus by the students was also influenced by the existence of a supportive arena, both school environment arena, and family environment.

Discipline character instilment by parents is similar, by starting since the initial order, taught and habitualized to finish something in time. The findings on the field showed parents taught discipline character every day starting from the wake-up time, discipline in finishing the task in time, and discipline in daily works.

Based on the observation, the disciplined character of the children was instilled started

from their waking up times by initially habituating them to wake up by command. Then, it turned into their habits, a need to clean and tidy up their toys after playing, everything must be in time, praying Subuh after waking up, personal bedroom to clean in which turned into their habit. It is also supported by interview results with some parents of the students, telling that discipline character value instilment was done since early childhood, where students were habituated to respect the time and to do an activity based on schedule at home. Furthermore, Sultonurohmah (2017) said that discipline value appears from life habit and each well-arranged individual life, as well as compassion and respect their jobs.

The explanation above describes that habitus and arena influence each other where habitus or formed habituation depends on the arena or an individual's space.

Field finding of character value instilment process in family life occurs since early childhood of students. They had been taught to act politely to other people, especially the older ones. Parents suggested children respect older people, to politely talk, to shake hand while greeting, not to yell at peers, to talk with proper language. Furthermore, Yulaila (2015), polite is assumed as non-written norms in which rules how we should act or behave. Polite attitude is an important element in the daily social life of each because by politely behaving. Someone will be respected and loved in term of his presence as a social creature wherever s/he is.

Based on an interview with parents of the students namely Mujiah and Karmila who explained that character value instilment were implemented starting from modeling and directing and habituating the children to have polite character. It aligns with Bourdieu's point of view explaining that arena and habitus influence each other.

## CONCLUSION

Based on the discussion, it can be concluded that: (1) discipline character value instilment implementation in social study learning was done through habituation before learning until the end of the learning, and the implementation in social study learning was instilled before learning activity by modeling and practicing directly to students what attitudes they should do while running into older parents and peers; (2) the implementation of discipline character values in family life emerged as impacts of training or habituation of obeying rules, orders from parents, and the implementation of social character value in family life was instilled by parents, especially mother, by suggesting to respect older people, be polite and not to be rude while

talking, not to yell at anyone, to talk with proper language, to shake hand and greet when meeting teachers or older people.

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