

Implementation of Learning Management Model of Character Education in Early Childhood in Tarbiyatul-Athfal (TA) Semarang

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Abstract

Learning activities within the framework of character development that learners can use as a contextual approach to teaching and learning concepts and help students advance of the material that is taught to associate with real-world situations so that learners are able to make connections knowledge with applicability in their lives. so, through contextual learning more learners have comprehensive results not only on the cognitive level (though the thought), but at the level of affection (heart, though, taste, and intention) and psychomotor (sports). This study intends to examine the implementation of the model of Learning Management Character Education in Early Childhood in TA as the city of Semarang and a pilot study in roommates researchers stacking dissertation will be titled character education management patterns in early childhood the TA as the city of Semarang. Formulation of the problem in this research is: how does Character Education Learning Management modeling Early Childhood in the TA as Semarang? In accordance with the formulation of the research problem, the general objectives to be achieved through this research is to find simultaneously describe the Learning Management Character Education in Early Childhood in the TA as the city of Semarang. Referring to the objectives to be achieved, this research program was designed with a "Research and Development", means a course of study followed by the development program for the repair or improvement (Arikunto, 1996:9). To produce a prototype of a Learning Management Character Education in Early Childhood pad in a TA as the city of Semarang, systematic measures were taken in the form of a process of action, reflection, evaluation, and innovation by applying qualitative research methods, descriptive, development, experimentation, and evaluation.

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INTRODUCTION

Character education is actually not a new thing. Since the beginning of independence, past the old order, the new order, and the reform period has been conducted with different names and different forms, but to date have not demonstrated optimal results, it is evident from the social phenomena that exhibit behaviors that are not characterized as mentioned above. In the Law No. 20 of 2003 on National Education System has been asserted that "national education serves to develop skills and form the character and civilization of dignity in the context of the intellectual life of the nation, aims to the development potential of students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible." However, it seems that the educational efforts undertaken by the institution and other institutions have not fully direct supervisors and comprehensively devote attention to the efforts to achieve national education goals. Learning activities within the framework of character development that learners can use the contextual approach as the concept of learning and teaching that helps teachers and students find connections between what is taught in real-world situations so that learners are able to make the relationship between knowledge possessed by its application in their lives. By doing so, through contextual learning learners have more comprehensive results not only on the cognitive level (though the thought), but at the level of affection (heart, though, taste, and intention), and psychomotor (sports).

This study intends to examine the model of Learning Management Implementation In Character Education Early Childhood in RA as the city of Semarang and a pilot study in which researchers stacking dissertation will be titled Character Education Management Patterns In Early Childhood in TA as the city of Semarang.

Identification problem in this study are (a) character education learning model in early childhood in the TA as the city of Semarang, (b) learning management character education in early childhood in the TA as the city of Semarang. Formulation of the problem in this research is how does character education learning management model in early childhood in the TA as the city of Semarang?.

Research output is expected (a) outcomes of this research in the form of teaching materials learning management character education in

early childhood in the TA as the city of Semarang, (b) to provide input to the agency related to the implementation of a learning management character education in early childhood in the RA as the city of Semarang. Benefit in this study is Provide an overview of the Learning Management Character Education In Early Childhood in the RA as the city

Kill Patrick explains that character education can not be separated from the moral absolute that positive values are derived from a variety of religions which is the source of attitude and behavior. So the moral absolutes that come from the religion into something that should be fostered as it pertains to the teaching of good and bad behavior. Character education is a very long process because of character education is not only to transfer of value but instilling good habits to an advanced character of the individual who will help shape a personal identity that requires due process required not only to know but citizens. Learning to know, feel and ultimately want to do positive habits so that it becomes a character kid. Lickona describes stages in moral education at least there are four stages of knowing, reasoning, feeling and acting. While Megawangi as leaders of character education in Indonesia call with 9 pillars of character education, namely: (1) God's love and truth; (2) responsibility, discipline, and self-reliance; (3) trust and honesty; (4) respect and courtesy; (5) compassion, caring, and cooperation; (6) self-confident, creative, work hard, and never give up; (7) justice and leadership; (8) a good and humble; and (9) tolerance, peace love and unity. (Ummi April 2011). A character education system of cultivation of character values to the school community, which includes knowledge, awareness, willingness and actions to implement these values, either against Almighty God, self, respect and manners etc which in the end is the education process make the Indonesian people fully. Character education is a process that takes the time to see about the impact and effectiveness. Therefore, educators and parents need to be more patient, more aware, and better understand that character education takes time for children to internalize positive values learned at school and at home becomes a character personality.

The purpose of this character education can be divided into changes personal and organization change. Personal changes are the formation of individuals who have a strong character that is not easy to be swept away the negative and positive trendsetter that will be an example to the surrounding environment. Of individuals who have a strong character will

eventually shaping environment has a healthy culture that was born from the positive character and will eventually form a healthy culture in every educational institution into school culture and/family culture.

Learning is defined as a deliberate attempt by educators to support student learning activities. In general, learning issues in early childhood include (a) learn, play, sing, in this case, study prepared by developing the essence of the play, (b) learning life skills. Social skills are skills that one has to be brave and face life's problems with a reasonable life without feeling depressed, then proactively and creatively search for and find a solution to the solution (Mone, 2002), (c) learning from concrete objects. At early age children in the sensory motor stage to pre-operational and children learn best from real objects, (d) integrated learning, learning unfounded subjects but integrated with a particular theme based (thematic). The basic theme is selected from everyday events experienced, for example, water, sand, animals, sky, rain, etc. The basic theme can be developed into a sub-theme, the theme is developed into a fountain of water, river water, drinking water, sea water, rain water.

With regard to learning in kindergarten, a model of the learning program is a model of learning that the contents of various programs and learning activities that use a variety of methods. In a literature review found there are 2 major models in the learning program for children of early age, namely cooperative Learning. This model is intended that educators can become facilitators in the learning activities and can help students become independent learners (Halpern, 2005). Besides believed to improve student academic achievement, this model is also an alternative to the traditional model of teaching that includes full instructions from educators (Siegel, 2005). During use cooperative learning model, children are actively engaged with other children and learn mated. Successful implementation of this model was activity or program must be planned, organized, and structured tasks related to the purpose of learning (Halpern, 2005). As for some form of this model is (a) discussion in pairs to brainstorm, (b) Gather a lot of information in a short time by dividing groups of students, (c) role playing, children act out social skills, (d) laying with the search for traces.

Cognitive-social learning model. The purpose of this model is to improve the social skills of children through social cognitive learning effective strategies to provide opportunities for

children to practice social behavior in a wide variety of social contexts. In each study session, there are three social skills are introduced (by using annotations, views of the child, and the non-verbal expressions are displayed when social skills appear). This learning model is divided 5 sustainable meeting sessions with different situations presented. The first session, in situations, when the child wants to play with other children. The second session, how they can convey an idea or activity that is desired. The third session, children be taught how a positive attitude and the way fellow Ternan. The fourth session, children can be taught how to share her toys with other children. Sessions, as well as five children, be taught how they can solve problems in a variety of situations. The purpose of the first session is to help the child to take the initiative in forming positive social interaction with peers. While other sessions are to keep the child can maintain positive social relationships with peers.

According to UNESCO, Early childhood education is defined as the period from birth to 8 years old. A time of remarkable brain development, these years lay the foundation for subsequent learning. National Association for the education of young children (NAEYC) explained that this stage is a very vulnerable age in the human life from birth to the age of 8 years. (http://en.wikipedia.org/wiki/Early_childhood_education).

The purpose of early childhood education is to develop all aspects of child development, in addition to education and teaching in education and the fulfillment of the basic needs of the child. This stage should be to prepare children with soft and mature toward school age. Ojala underlined that in the early childhood education must be based on theory and the theory should be seen in the field. Several theories of child development are used including Piaget, Vygotsky, Froebel and Ki Hajar Dewantara. Froebel was one of the leaders of early childhood education is the first inventor of the concept of kindergarten. (<http://www.faqs.org/childhood/Fa-Gr/Froebel-Friedrich-Wilhelm-August-1782-1852.html>)

Some of the things that Froebel is (a) curriculum underlying process child's play. (b) The game is constructive. (c) Aspects of the learning process are developed in the mind, matter and Immanent. (d) The concept of unity, diversity and individuality. (e) The play is a representation of a personal activity that comes from the inner necessity and internal needs of the child. (f) Education will be more effective if the presence of synergy or blend between school and

home.

Froebel wrote a book in 1884 *Mother's Songs, Games, and Stories* that aims to help women to be more effective in caring for infants or children in order to create a better society. Lev Semenovich Vygotsky (1896-1934) was one of the leaders of early childhood education in the mid-century, which brought sociocultural theory that suggests that the "how cultures-values, beliefs, customs and skills of a social group is transmitted to the next generation." (Berk 2003:26). culture consists of values, beliefs, customs and skills possessed by the society are transmitted to the next generation, in this case, the social interaction in the form of an interactive dialogue on children is indispensable in establishing patterns of thinking and behaving.

Below are some of the ideas put forward by Lev Vygotsky, (a) language is one medium that has an important role in the mental development of children. The concept introduced is the private speech or self-talk, this condition occurs when children face a variety of challenges, usually the kids do a private speech to administer the plan, direction or evaluate their own behavior (Badrova and Burns 1996:6). According to this theory each stage of the mental processes that produce other mental processes in child development, first processed in the child then share it with others (intersubjective) then internalized within the child and used independently in communicating with others. (b) Another theory is the Zone of Proximal Development (ZPD). ZPD is the area between the stages of child development and child development stages are conditioned. Independent child behavior without intervention and behavior in conditioning your child with a variety of games can improve children's potential optimally, due to the support and help support the growth of children playing. (c) ZPD theory then was born the concept of scaffolding or a footing in the present by Donovan and Smolkin (Verenikina) which suggests that the concept of scaffolding is influenced by Vygotsky's theory of ZPD. Scaffolding or footing playing an attempt made by the teacher to be able to condition the environment in encouraging the development of children and see their talent in order to develop optimally. The concept of scaffolding based on Vygotsky's statement that the awareness of children is strongly influenced by the interaction of the children around the world, their development can not be separated from the social and cultural life, therefore, educators strive to create an environment that can encourage the growth and development of children. Prominent

early childhood others are Laura E Berk, said the concept of early childhood education as a science, practical and multidisciplinary sciences. Berk argued that the fundamentals that affect child development consist of several stages of the biological basis, during prenatal development and birth. Babies learn more about motor skills and the ability to perceive. Berk argued that there are some aspects of child development are among the physical, cognitive and language, personality, social development, and moral development. There are several elements that influence the development of the child is the family, the media, peer and school Ternan. Tillman (2004) developed a living learning values an educational Programme (LYEP). The program invites students to think about themselves, others and the values in a way related. The program provides experience to build confidence and enhancing creativity, potential, and talent of each citizen learning done with reflection, imagination, dialogue, communicate, be creative, make posts, expressed themselves through art, play with the values taught to be a character firmly entrenched in the child's personality. In this process will develop personal skills, social and emotional.

Launching of character education by the Ministry of National Education brings great expectations about the paradigm shift that is constructive and substantive education. Constructive because the human form is required humans creative and critical and will be a trend setter for the environment. The process of formation of the human character is not a short process but it takes time, strategy, and financial system that can support the integrated character education into a school culture and family culture. Stages of education and planting character least through four stages: know at this stage the child is given the knowledge of good and bad behaviors and norms that exist in society. The second stage is reasoning which provides an understanding of the child who raises awareness and can sense therefore the third stage is called the feeling, the feeling of impact when a child doing well at school and at home. The last stage in which the child is acting act as a form of knowledge, understanding and feelings of the child so that the child will be internalized in the personality. Internalization process of character education can not be done if it does not involve the parents who have contributed greatly to the growth and development of children, especially at the early childhood stage. Early childhood education is one of the strategic programs are being widely developed Assessment should involve; Wortham

stated the child and Family (2005: 22). This means that the identification of the needs of early childhood education should involve parents and caregivers as a source of information for children spend more time at home. Pre-school, kindergarten, and early elementary education a better understanding of the needs and abilities of children in the study, but it would be difficult to do if at the beginning of learning do not get information from the parents about the child's habits, preferences and abilities of children kid who stands out. So that the information obtained in the home developed in school. Native schools also serve as a means of communication between parents and early childhood institutions for children to get an education and then after a character can be developed and implemented at home.

In accordance with the formulation of the research problem, the general objectives to be achieved through this research is to find simultaneously describe the learning management character education in early childhood in the TA as the city of Semarang.

RESEARCH METHOD

Referring to the objectives, the research program was designed with a "Research and Development", means a course of study followed by the development program for the repair or improvement (Arikunto, 1996:9). To produce a prototype of a Learning Management Character Education In Early Childhood in the RA as the city of Semarang, the measures were taken in the form of a systematic process of action, reflection, evaluation, and innovation by applying qualitative research methods, descriptive, development, experimentation, and evaluation.

This study aims to gain an in-depth overview of the Learning Management Character Education In Early Childhood in RA as the city of Semarang. The reason for the use of qualitative methods the researcher's knowledge, no study results and empirical research that specifically address the Learning Management Character Education In Early Childhood in the RA as the city of Semarang. Therefore, as is usual in scientific research steps taken by the researchers is to explore, (exploration) of the object being studied. In that connection method is a method of qualitative research that offers explorative design research aimed. Unlike the example of experimental research designs in qualitative research design researchers do not think the starting point of a certain frame, but let the research

setting naturally / as is and try to understand the phenomenon that is by putting yourself on the object being studied (empathy). Another reason is due to the use of qualitative methods with qualitative methods ideas, concerns, attitudes and values of a number of people who are being studied can be easily understood (Zelker, 1989 in Utomo 1997:71). Data were collected from the experienced background (natural setting) as the data source directly. The meaning of the data can only be done if the depth obtained above facts obtained. This study is expected to build a theory inductively from the abstractions of data collected about Character Learning Management Education In Early Childhood in the RA as the city of Semarang by finding meaning in the background experienced. RA is the object of study is the RA was able to properly implement character education in the city of Semarang.

Principles of qualitative research emphasize that any findings (temporarily) based on the data, so the findings were stronger before crowned as theory (Alwasilah, 2003: 102). Qualitative research design focused on a particular phenomenon that has no generalizability and Comparability. but has internal validity and contextual understanding. What to do (action) researchers to achieve the purpose of the study was to outline four, that is: (1) build familiarity with respondent, (2) sampling, (3) data collection, and (4) data analysis. This research is not simply linked to the knowledge that can be translated, but also about the knowledge that can not be rewarded, which is almost impossible to obtain through rationality approach (Lincoln and Guba in Alwasilah, 2003: 103). Cases studied is the Learning Management Character Education In Early Childhood in the RA as the city of Semarang, which has a distinctive background. Although this study design will be done gradually, but in special events, observations carried out simultaneously.

Based on the conceptual findings from the school, then performed a comparative analysis and conceptual development, to get an abstraction of the characteristics of a Learning Management Character Education In Early Childhood in the RA as the Semarang. In line with the design of qualitative research, this study seeks to understand the meaning of events and interactions of people in certain situations. To be able to understand the meaning of events and interactions of people used the theoretical orientation or theoretical perspective with a phenomenological approach. This approach is determined by observing the phenomenon of conceptual subject-Fe nor Nena

world observed through actions and thoughts in order to understand the significance of the subject drawn up by around everyday events.

This research program will be carried out in stages with the following activities:

- a) Conduct cross-disciplinary literature and critical analysis of the results of previous studies relevant to the theme of the research.
- b) Designing and carrying out preliminary studies to produce a complete description of the Learning Management Character Education In Early Childhood in the RA as the city of Semarang.
- c) Based on the pattern of development of the existing management (implemented in leading schools) and a number of relevant theory, compiled (developed) a prototype of a Learning Management Character Education In Early Childhood in the RA as the city of Semarang.
- d) Conducting seminars workshops with relevant experts and practises on prototype Learning Management Character Education In Early Childhood in RA as the city of Semarang. The target of this seminar is the completion of the workshop "Learning Management Model Books Character Education In Early Childhood in RA as the city of Semarang", which socialized the entire RA as a reference for the implementation of character education in early childhood.
- e) Socializing the development of Learning Management Character Education In Early Childhood in the RA as the city of Semarang.
- f) Test to determine the level Learning Management Character Education In Early Childhood in the RA as the city of Semarang are developed in the implementation of entrepreneurship education.
- g) Revise management pattern based on the test results as the final result of the research program conducted.

RESULTS AND DISCUSSION

Description of the Study Site

With very strategic location and status as a center of government in Central Java, Semarang had been developed and has grown into a major center of economic activity and a reliable industrial city in Central Java. From the management side of the city, the city has more than 450 years old this has been recognized internationally able to develop itself into a modern city with good management practices, without having to leave the community commonality intact and thick.

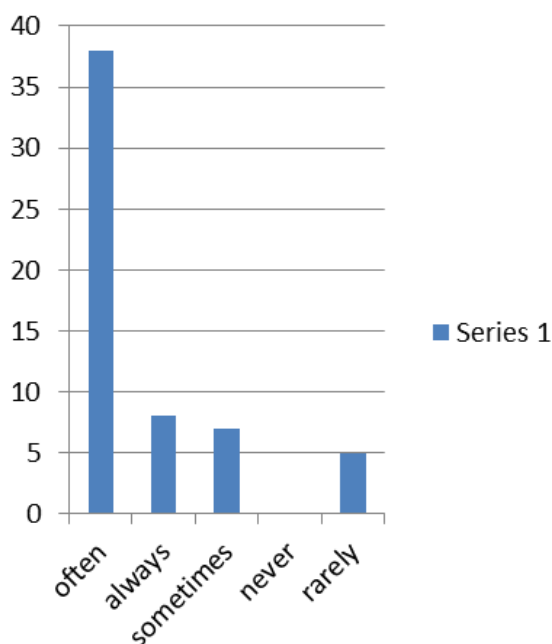
This is evidenced by the election of Semarang as runner-up in the international awards KALGA (Konrad Adenauer Local Government Award) in Manila, 1988 (Wilonoyudho, 1998). However, the area of Semarang is also prone to disasters, with potential regional characteristics to natural disasters with floods dominance, rob, and landslides. Semarang coastal area itself has 4 districts immediately adjacent to the North Sea island of Java, namely Tugu sub-district, West Semarang, Semarang North, and Genuk. In line with the increase in urban activity, Semarang coastal area was built and developed with its main function as a residential area and housing, warehouse area, as well as supporting the center in the form of public services, such as trade facilities, office, healthcare, hospitality, and so forth. North Semarang coastal area also The third is the center of the 3 modes of transportation; Tanjung Mas anchorage, Ahmad Yani Airport and Tawang train station and Poncol. With the main function as mentioned above, makes this beach area, including areas that have a high intensity in terms of the strategic value of land, close to the city center or centers, as well as the number of people that must be accommodated relatively large. This condition is supported by the availability of land is flat and sloping, making it possible to use space efficiently. However, as previously mentioned some constraints must remain a primary consideration since this region is vulnerable to the threat of inundation flood. sea level rises, or land subsidence.

Results

This research was conducted in the city of Semarang by taking 58 samples with diverse populations. Implementation of character values for young children is done through programmed activities and habituation.

- a) Programmed activities, among others:
 - (1) Digging understanding of children for each character value. This activity can be done through storytelling and dialogue is guided by the teacher. For example, for the theme of the plant, the teacher can ask open-ended questions about the characters who are responsible for maintaining the plant. Examples of teacher questions, "Why do we have to be responsible for maintaining the plants?" or "How can we be responsible for the plant?" Every child can give a different answer. All opinions child appreciated because it reflects their understanding. The results were obtained the following data: there are 38 RA often do, 8 RA always do, 7

RA sometimes do, 0 RA never did and 5 RA rarely do.



Picture 1. Series 1

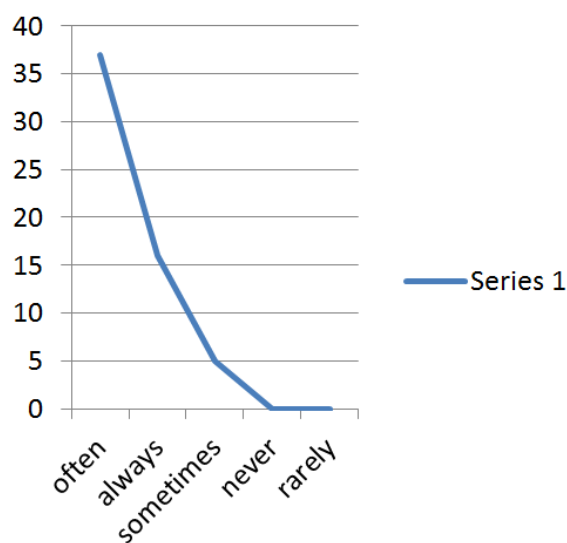


Chart 1. Series 1

The data presented in the chart above shows 37 RA states often do, 16 RA always do, and 5 RA sometimes do.

- (2) Build appreciation of children by engaging their emotions to realize the importance of applying the value of the character (responsible). This process is also built through open-ended questions or through observation of the situation and conditions that exist in early childhood institutions. For example, after telling stories and dialogue about the character of the responsibilities of the plant, the teacher can encourage children to explore early childhood institutions around surrounding plants and observe differences wilted plants and fresh. Then the teacher asked the question, "Why are there plants wilted and fresh?", Or "How does it feel when we become the withered plants?", Or "What should we do to keep the plants fresh?" In the implementation of the lesson, the entire RA (58 pieces) states always encourage students to observe the situation and condition of the activities carried out.
- (3) Invite children to jointly perform character values is reported. For example, after the children are encouraged to explore and perform character responsibility for the plant, then the teacher gives opportunities for children to carry out the responsibilities of the character of the plants according to the wishes and abilities of children. From the research data presented in chart form as follows:
 - (4) Achievement of developmental stages of the students. In this case, will be required to communicating the activities and feelings after doing activities. Teachers can provide reinforcement and praise as well as a touch of compassion for what the child is reflected, for example by saying, "Thank you, already responsible for watering the plants." The result showed that all RA always provide reinforcement and praise as well as a touch of affection towards the child what is reflected.
 - b. Habituation activities carried out through:
 - (1) Routine activities of early childhood institutions, namely the activities carried out in the early childhood institution constantly and consistently every time. Examples of routine activities of early childhood institutions such as greeting when I see to instill character values of respect and manners turns to be the group leader to instill character values leaderships and justice. Examples of other activities is a hygiene inspection body, nails, ears and ram but others to instill values of responsibility (K4 [Hygiene, Health, neatness, and Security]). Existing research results seen throughout the RA always perform both routine greetings when they met, turns into group leader to instill character values of leadership and justice as well as hygiene inspection body, nails, ear hair and others to instill values of responsibility (K4 [Hygiene, Health,

- neatness, and Security]).
- (2) Spontaneous activities, ie activities carried out directly or spontaneously on the spot, usually done when the teacher is not aware of any good deeds / bad that needs to be corrected and giving appreciation (appreciation, praise) to the value that is applied to the child's character. For example, say thank you, picking up trash and dispose of in place, paying attention and help friends. Research conducted to obtain data that the entire RA is always doing activities conducted directly or spontaneously on the spot.
 - (3) Example, the activities that can be replicated and be a role model. In this case, the teacher shows a consistent behavior in realizing the value of the character, which can be observed by a child in day-to-day activities either inside or outside the early childhood institution. For example, well-dressed teacher, the teacher came just in time, politely-spoken, be affectionate, and honest. The entire RA always exemplary conduct. In addition, exemplary activities also read a story with the exemplary prophet and his companions.
 - (4) Conditioning, ie the circumstances of early childhood institutions as a support character education activities. For example, the maintenance of a clean toilet, provision of garbage bins, and neatness educational toys, to instill character values such as responsibility (K4 [Hygiene, Health, and Safety Neatness]). Conditioning activities are always carried out in the entire RA that is expected to familiarize students to stay fit.
 - (5) The culture of early childhood institutions, including the atmosphere of life in early childhood institutions that reflect effective and productive communication that lead to good actions and interactions with each other and polite manners, togetherness, and vigorously in active learning activities, innovative, creative, effective, and fun. The entire RA always have a good organizational culture where indicated with effective communication.

In addition to the two ways of applying the above character education there are also other ways that teachers can do to involve parents through parenting activities, such as to convey to parents about the values of character that was instilled in early childhood institutions to students, so that the values It can also be applied and socialized in a family environment. Implementation of character education also noticed the presence of some supporting elements such as:

- (1) Supporting reference book like story books loaded with character, biography contains character values, and others who are learning medium for imparting knowledge and feelings about kindness.
- (2) Media tells a hand puppet, Microplay, educational games and tools that can be used as a media establishment character value.
- (3) Media learning in the form of media available in the early childhood institutions and can support character education.

Discussion of Research

Effective character education should be an attempt to assess the progress of the program through either qualitative or quantitative methods. Three types of results in general which are considered the character of early childhood institutions, early childhood development agency staff as character educators, and the character of the child or learners, namely:

- (1) The character of early childhood institutions: To what extent do early childhood institution into a community that cares fellow? This can be assessed, for example, through a survey that asked students to indicate the extent to which they agree with statements such as, "students in the early childhood institution of mutual respect and care for one another", and "second class citizens has been like family".
- (2) The development of early childhood education agency staff as character educators: To what extent has the staff to develop an understanding of what they can do to foster the development of a character? How their personal commitment to developing character? What skills do they have? What are their habits consistent with their capacities as educators of character?
- (3) Students' character: The extent to which learners bring understanding, appreciation, and action based on the values of the character? Early childhood institutions can, for example, collect data on the behavior associated with a variety of characters. Early childhood institutions can also assess the four main aspects of the character that is spiritual, personal / personality, social, and the environment in accordance with the stages of child development.

CONCLUSION

This reseacrh conclusion is from a sample

of 58 RA as the city of Semarang, the entire management of the implementation of RA has been implementing character education well.

Organizational culture is built through effective communication.

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