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Cooperative Character Education on Biology Learning in Sekolah Indonesia Kota Kinabalu Sabah Malaysia

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Abstract

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RI Law No. 20 of 2003 explains the purpose of education is not only to educate students but also to shape the character of students. Character education is important to be implemented in schools as a manifestation of the regulation. Character education can be integrated into biology subjects. One example of character education is cooperation, cooperation is one of the basic values of Sekolah Indonesia Kota Kinabalu Sabah Malaysia. The purpose of this study was to determine the application of cooperative character education on biology learning in Sekolah Indonesia Kota Kinabalu Sabah Malaysia. Thus, the focuses of this study are (1) application of character education; (2) implementation of basic values; (3) implementation of cooperative character education in learning at the indoor and outdoor classroom. The study used descriptive qualitative and triangulation techniques. The sample in this study was X-MIA students. Data collection was done by interview, observation, and documentation. The interview data used six samples, two students of X-MIA class, biology teacher, Deputy for Student Affairs, Deputy for Curriculum, and Principal. Observation data were carried out using observation guidelines in checklists form and observations of students' learning process in class and outside the classroom. Documentation data was from RPP. The cooperative character education research on biology learning in Sekolah Indonesian Kota Kinabalu Sabah Malaysia implemented by the school to students are well proven both in the classroom and outside the classroom.

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INTRODUCTION

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Law on National Education System) formulates national education's functions and objectives to develop educational efforts in Indonesia. Regulation No. 3 of the National Education System Law states, "National education functions to develop and shape the dignified character and civilization of the nation in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, competent, creative, independent, and become citizens who are democratic and responsible." The regulation is the basis for developing character education to form human character, especially the younger generation. The development of human character by the younger generation can be pursued with various efforts, including education in schools carried out programmatically, gradually, and continuously (Hasan, 2010).

According to Marzuki (2013), integrating character education in learning can be done by loading character values in all subjects taught in schools and implementing learning activities. The development of character values can be included in all subjects. One way to improve character's decline is to include character education in learning. The education world is the most systematic and effective media to strengthen character. Character education integrated into learning is the introduction and internalization of values into student behavior through learning activities (Ningsih, 2014). All subjects are responsible for instilling the values of faith and piety and noble character (Siregar *et.al.*, 2017; Setyaningrum & Husamah, 2011). Thus, all subjects must insert and instill faith and piety (IMTAK) values and noble morals (Wibowo, 2016), including biology learning. Learning biology requires investigation activities both through observation and experimentation, as part of scientific work that involves attitudes based on scientific attitudes. Scientific attitudes in learning biology are reflected in the attitudes and character of students in everyday life. (Budur, 2013). Sekolah Indonesia Kota Kinabalu Sabah Malaysia has values that must be implemented by every student. These basic values are politeness, integrity, cooperation, excellence. Each of these values must be applied by every student in Sekolah Indonesia, Kota Kinabalu Sabah Malaysian. One of the character values in Sekolah Indonesia Kota Kinabalu Sabah Malaysia is collaboration. Cooperation is important for human life because human cooperation can carry out their lives. Cooperation also requires interaction between several parties. According to Huda (2011) cooperation in the context of learning that involves students, namely: when students work together to complete a group assignment, they provide encouragement, advice, and information to a group of friends who need help.

Sekolah Indonesia Kota Kinabalu Sabah Malaysia has foundational values : courtesy, integrity, cooperation, and excellence. All school members, including students, must implement every value. This habit is a way for schools to instill good character in students. One of the values of character education and Sekolah Indonesia Kota Kinabalu Sabah Malaysia Indonesian School's basic values is cooperation. The research would examine how the application of students' cooperation, which also includes basic values in Sekolah Indonesia Kota Kinabalu Sabah Malaysia. This study would also examine the extent of student cooperation in Sekolah Indonesia Kota Kinabalu Sabah Malaysia in biology learning. The researcher would more clearly analyze the implementation of education, the inculcation of the value of cooperative characters through learning biology. So, the focus of the research is "Cooperative Character Education on Biology Learning in Sekolah Indonesia Kota Kinabalu Sabah Malaysia." Based on the results of preliminary studies (Senior High School in

Sumedang, West Java, Indonesia) teachers in schools do not have a design in applying character education, especially high school teachers. According to Suryadi (2011), character education is a value education program that is packed not in the form of subjects, but in the embodiment of the school as a character institution. If schools implement the character of education in students, it can be said that one of the goals of national education can be achieved.

RESEARCH METHOD

This research was conducted in Sekolah Indonesia Kota Kinabalu Sabah Malaysia in August 2019. This study used a qualitative descriptive approach with data triangulation techniques. The sample in this study was X-MIA grade students in Sekolah Indonesia Kota Kinabalu Sabah Malaysia. Data collection was carried out by interviewing six samples, students of X-MIA class, a biology teacher, the Deputy for Student Affairs, the Deputy for Curriculum, and the School Principal, observations were carried out by observation guidelines in checklists form and observations of student's learning process in class and outside the classroom, and documentation using the RPP.

RESULT AND DISCUSSION

Character Education in Sekolah Indonesia Kota Kinabalu Sabah Malaysia

Sekolah Indonesia Kota Kinabalu Sabah Malaysia has basic values that must be carried out by their students. These values are S (politeness), I (integrity), K (cooperation), K (excellence). Each of these values must be implemented by all school members. The implementation of these values support students' character development as stated in national education objectives, namely forming students' character to be a good people.



Figure 1 Sekolah Indonesia Kota Kinabalu Sabah Malaysia Values are Written on the Large Board Located in front of the School's Gate.

Figure 1 is a board of basic values (courtesy, integrity, collaboration, excellence) Sekolah Indonesia Kota Kinabalu Sabah Malaysia. Sekolah Indonesia Kota Kinabalu Sabah Malaysia places these values in front of the schoolyard. It is written in large letters on the board so that is clearly seen when students arrive and back home from school and always remembered these values, also finally implement values in everyday life. Law No. 20 of 2003 concerning the national education system states that the purpose of national education is not only to educate students but also to instill noble character in students. One of the characters in the values of character education and Sekolah Indonesia Kota Kinabalu Sabah Malaysia's values is cooperation. Cooperation also requires interaction between several parties. According to Soekanto (2006), cooperation is a joint effort between individuals or groups to achieve specific goals. This opinion has clearly said that cooperation is a relationship between several parties who interact with each other to achieve common goals. Cooperation between teachers and students and students with students is also needed in the learning process so that the learning process goes well, such as cooperation so that the classroom conditions remain conducive so that learning can run well. Cooperation is one form of character education, schools are required to implement character education for every student both in the classroom and outside the classroom. The following are some examples of collaboration character education in Sekolah Indonesia Kota Kinabalu Sabah Malaysia in learning in the classroom and outside the classroom.

Character Education for Collaboration Outside the Learning Process.

The following are some examples of collaboration character education that occur outside the learning process in class based on observations made by researchers, among others:

(1) The activity on 17th August

August 17 is Indonesians Independence day, and it is always commemorated with ceremonies and contests. Even though Sekolah Indonesia Kota Kinabalu Sabah Malaysia, the school always commemorates the special day. One of them is conducting a series activities on August 17th, such as ceremonies and contests. The competition was held lively with student participation. The OSIS and MPK carried out planning activities for the competition in schools. OSIS and MPK designed the implementation activities from the beginning to the end of the competition. To carry out these activities, a meeting was held to conceptualize the activities planned. Implementation of activities will not occur appropriately if there is no collaboration with each other in the organization. After everything has been set, student participation is also needed to determine the success of the competition. The competition's success is determined by good collaboration with all people involved, students' organization (OSIS), class representatives assembly (MPK), teachers, and students.

(2) Flag Raiser's Team Ceremony August 17th

August 17th is a ceremony that Indonesian citizens always perform to commemorate Indonesia's independence day, including Indonesian citizens abroad. Although far from the motherland, Indonesian citizens living abroad never miss the historic day. Flag raiser's team from Sekolah Indonesia Kota Kinabalu Sabah Malaysia on August 17th participate to commemorate Indonesia's independence day held at the Consulate General of the Republic of Indonesia. They showed a hard work attitude and good cooperation by carrying out their duties as post-superiors. The flag raiser's team trained very hard and had to stay a few days in school for training to show the best performance for Indonesian independence ceremony. The hard work was successful because of the solid cooperation between the flag raise's team and the coach.

(3) Extracurricular Activities

Sekolah Indonesia Kota Kinabalu Sabah Malaysia has several extracurriculars such as soccer, scouting, gamelan, music, volleyball, basketball, red cross teen (PMR), students' council organization (OSIS), class representatives assembly (MPK). All of these extracurriculars aim to hone their potential and shape student character. One of the things students must do so that extracurricular activities work well is collaboration. An organization will run well if there is good cooperation between students. Extracurricular will run well if there is good cooperation between students with one another. For example, soccer extracurricular activities will run well if the students cooperate each other, such as taking part in training, leaving for each exercise, and maintaining good relations with each other so that disputes will not occur between teams. If there is no collaboration, the team will not succeed.

(4) Eid Al-Adha Mubarak Activities

Eid al-Adha is a Muslim holiday, and every year Muslims always commemorate the day by performing Eid prayers and slaughtering sacrificial animals. The Kota Kinabalu Sabah Malaysia Indonesian School also slaughtered sacrificial animals and prayers together in school. This shows the existence of cooperation between students and teachers. If the teacher asks students to come to pray, but students break the rule, the Eid prayer will not be carried out. Sacrifice slaughtering of animals is also carried out in schools with a committed team of teachers and PPL students. The school slaughtered around nine cows, and slaughtering animals, slaughtering animals, packaging and distributing sacrificial animals was carried out by the committee. If there is no good communication and cooperation, then the implementation of slaughter until the distribution of sacrificial animals will not go well.

(5) Morning Gymnastics

Sekolah Indonesia Kota Kinabalu Sabah Malaysia always holds gymnastics every Friday. All students attend gymnastics held on the school grounds. Gymnastic instructors come from the students with a rotation system, so each class will have a turn to carry out assignments as an instructor.





Figure 2-7 Cooperative Character Education Students Activities in Outdoor Classroom

The study used a sample of class X-MIA in Sekolah Indonesia Kota Kinabalu Sabah Malaysia with data collection methods through interviews, observation, and documentation. The interviews were conducted using 6 samples: the biology teacher, the Principal, the Deputy of Curriculum, the Deputy of Student Affairs, and class X-MIA students. The documentation used in the study was the Lesson Plan (RPP) made by the biology teacher in Sekolah Indonesia Kota Kinabalu Sabah Malaysia. Observations were made in class X-MIA by observing the process of learning biology that lasted from beginning to end by using the observation guidelines in a checklist and observation of the researcher's learning process. The results of character education observation of students' collaboration on biology learning can be seen in table 1.

Table 1 Cooperation Observation Result of Class X-MIA in Sekolah Indonesia Kota Kinabalu Sabah Malaysia.

No	Descriptor	Score	Meanings
1	Students cooperation in completing tasks in group discussion.	3	Student's cooperation to complete tasks in a group discussion is classified as very good.
2	Students cooperation with the teacher in biology learning.	2	Students' cooperation with the teacher on biology learning is good.

The total score of table 1 is 83 that means cooperative character education is very good. Further explanation is in table 1. To explain more detail what happened during the learning process, the data is also supported by observations of the biology learning process from the beginning of the class until the end of the learning process. The observations of the biology learning process in Sekolah Indonesia Kota Kinabalu Sabah Malaysia can be seen in table 2.

Table 2 Observation of Biology Learning Process of the Cooperation Character Education at Class X-MIA Sekolah Indonesia Kota Kinabalu Sabah Malaysia.

No	Day/Date	What happened to students	What happened to the teacher
1	Tuesday, 6 /8/2019	Teacher: Siti Fatimah, S.Pd., Gr. Material: Virus: (1) Students voluntarily progress without being appointed by the teacher.	(1) The teacher makes an apperception about the virus. (2) The teacher writes down the learning objectives and asks students

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|---|---|--|
| | <ul style="list-style-type: none">(2) Students work on the virus reproduction table(3) Students conclude learning(4) Students actively answer questions given by the teacher.(5) Students obey the teacher's assignment by answering their willingness when given an assignment. | <ul style="list-style-type: none">to take notes (students take notes as instructed).(3) The teacher asks students to advance to mention the parts of the virus the teacher is drawing.(4) The teacher shows a virus reproduction video and asks students to watch the video (students obey the teacher's instructions).(5) Students are asked to work on a virus reproduction table.(6) The teacher explains the reproduction of the virus and switches to the virus's role.(7) The teacher gives assignments regarding diseases caused by viruses. |
| 2 | Thursday,
8/8/2019 | Teacher: Masturoh
Material: Biodiversity |
| | <ul style="list-style-type: none">(1) Students actively answer the teacher's questions even though they must be provoked.(2) Students make observations. biodiversity (as instructed by the teacher).(3) Students share their opinions with classmates and ask the teacher about unknown things. | <ul style="list-style-type: none">(1) The teacher makes an apperception about biodiversity.(2) The teacher asks students in groups to have a discussion.(3) The teacher distributes LDS to each group.(4) The teacher takes students around to observe the biodiversity around the school.(5) After finishing the observation, the teacher requests that the LDS be completed next week. |
| 3 | Tuesday,
13/8/2019 | Teacher: Masturoh
Material: Biodiversity |
| | <ul style="list-style-type: none">(1) Students bring LDS last week (although some questions have not yet been answered).(2) Students participate actively in discussions.(3) Students enthusiastically come forward writing the answers to these questions.(4) Students and teachers conclude learning outcomes. | <ul style="list-style-type: none">(1) The teacher makes an apperception about biodiversity.(2) The teacher asks students to come forward to write the LDS discussion results, the teacher discusses the material with students.(3) The teacher asks students to read the material in the book.(4) The teacher gives a question about endemic animals in Indonesia. |
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Cooperation character education can be integrated into every subject, including biology. One example of the implementation of cooperative character education in learning is group discussion. The process of discussion on learning biology that occurs in the classroom can be seen in Figure 8.

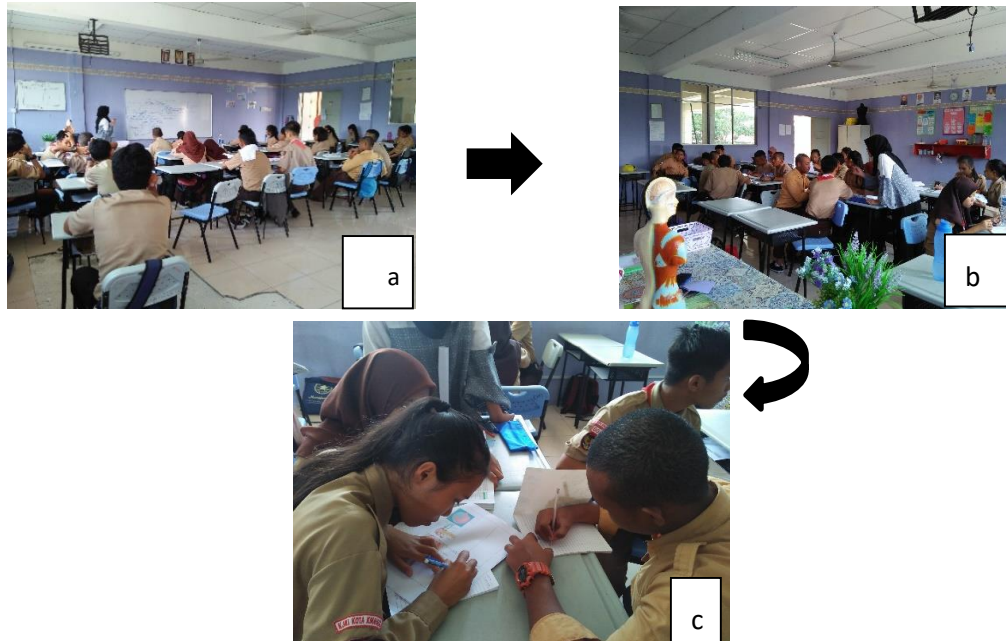


Figure 8 Discussion on Biology Learning at Class X-MIA in Sekolah Indonesia Kota Kinabalu Sabah Malaysia.

The picture above is the process of discussion on learning biology in the X-MIA class. Figure a describes the initial learning process. The teacher explains the material first to students. Figure b shows that after the teacher explains the material, she gives students the task to solve the problem by conducting group discussions. Even though in the discussion process, the teacher must give instructions to the students. Still, the discussion continues to run well. Figure c explains the students' participation in the group during the discussion. The picture shows that the implementation of collaborative character education, such as when discussions have been going well in Sekolah Indonesia Kota Kinabalu Sabah Malaysia, is shown by students' willingness to conduct group discussions. The discussion done well when learning in the classroom as well as when learning outside the classroom. Good students' participation also happened in the discussion of biodiversity chapter. The teacher invites students outside the classroom by forming groups to observe biodiversity of school's environment, such as gene diversity, species diversity, and species diversity. Students discuss the types of diversity that occur on worksheets given by the teacher to be discussed in groups. Learning outside the classroom can be seen in Figure 9.



Figure 9 Biology Learning outdoor for Biodiversity Materials.

Figure 9 is an example of a biology learning process outside the classroom on biodiversity material, students conduct group discussions about the material. One student is seen with other students in a group discussing to solve questions from a teacher's worksheet. Cooperation character education is carried out well when the learning process takes place in class because the Lesson Plan (RPP) made by the teacher also includes the character of cooperation in making the lesson plan. One example of a lesson plan in Class X-MIA and used during the learning process is a biodiversity lesson plan and a virus lesson plan. Class X-MIA has some material in semester one, but due to time constraints in research, the analysis process only analyzes two materials during the learning process. There are 2 Lesson Plans (RPP), namely viral material and biodiversity. The RPP analyzed has implemented cooperative character education for students. Learning methods in both lesson plans have included cooperation in learning, and in the learning, steps have included discussions to support the character education of cooperation. The analysis on the Biodiversity RPP has included collaborative character education, namely discussion. The learning steps section in the core activities already includes collaboration character education, including:

COLLABORATION / COOPERATION (Main Activity)

- Students are formed in several groups to: Discuss Learners and teachers jointly discuss examples in textbooks on the material Utilization of Indonesia's biodiversity and Efforts to preserve Indonesia's biodiversity.

COLLABORATION and CRITICAL THINKING

- Students in their groups discuss processing the observational data by: Discuss the data from the Material: Utilization of Indonesia's biodiversity and efforts to preserve Indonesia's biodiversity.

The RPP Virus has included **cooperative** character education in the learning steps, namely: Exploration stage of core activities

- The teacher distributes groups to students of 4 in each group. Each group discussed to complete the worksheet. After the students finish working on the worksheets, the teacher asks their students to summarize, draw a picture of the virus parts' structure and the lytic and lysogenic cycle of the virus, and discuss it in groups.

Based on the analysis of the RPP documents made by biology teachers, it has included cooperative character education for students. The lesson plans made consist of preliminary activities, core activities, and closing activities. At the teacher's core activities, activities that support the character education of cooperation can be carried out in learning biology, such as group discussion activities. The lesson plans made

include cooperative character education from the preliminary activities to the final activities. Based on the interviews conducted with 6 sample interviews, namely biology teacher, Principal, Deputy of Curriculum, Deputy of Student Affairs, and class X-MIA students, it can be concluded that the character education of student collaboration is quite good. This is supported by the statement of a biology teacher in Sekolah Indonesia, Kota Kinabalu Sabah Malaysia.

"Students are active in learning, and students do what the teacher orders" (G.B./25-08-2019).

The biology teacher's statement is also supported by the Deputy of Student Affairs of Sekolah Indonesia Kota Kinabalu Sabah Malaysia.

"Student cooperation is categorized as already outside, there is positive and negative cooperation, for example, positive cooperation in learning when students are actively discussing discussions, there is a picket before going to school even though it is not the student's picket schedule, but while still in class, the student will help clean the class. Collaboration outside the classroom, for example, when there is a competition, students make uniforms to be compact, prepare preparations for the competition, and even spend the night at school when a secondhand clothing contest is held to get good results. When the competition is held outside, the teacher and students are present to encourage the competition, and even won first place in the Sabah girls volleyball competition "(W. Kes./22-08-2019).

Sekolah Indonesia Kota Kinabalu Sabah Malaysia acts as a school that aims to educate students to be intelligent and educate students' behavior to become virtuous human beings. Therefore, the implementation of character education needs to be done in every school. Character education aims to instill values in students so that students are able to have the character as a whole, integrated, and balanced. Students who have ethical values will use all their knowledge, skills, and emotions in solving the problems they face (Asmani, 2011). The purpose of character education in formal education is to strengthen and develop the values of life that are considered important and improve student behavior that is considered incompatible with life values (Kesuma *et.al.*, 2011). The purpose of character education in schools, according to (Wahyuni *et.al.* 2012), is to develop the potential of students as humans and citizens who have character values, develop human character values following applicable values, instill a spirit of leadership and responsibility to prepare the nation's next-generation, make students who are independent, creative, has a national perspective, and develops a school environment as a safe, honest, creative, and friendly learning environment. According to Amri *et al.* (2011), character education in schools aims to assist students in understanding the values of human behavior related to God, self, fellow humans, the environment, and nationality, which are manifested in thoughts, feelings, attitudes, words, and actions to conform to norms and customs.

One example of the value of character education is cooperation, cooperation is also one of the basic values of Kota Kinabalu Sabah Malaysia School of Indonesia. Lie (2005, p.28) argues that cooperation is very important and necessary for human survival. Without cooperation, there will be no family, organization, or school, and especially there will be no school learning process. Furthermore, Anita Lie's opinion can be interpreted that without student cooperation, the learning process at school will not run well, and ultimately the learning objectives will not be achieved. Seeing the importance of student cooperation in classroom learning, this attitude must be developed. Cooperation in the context of learning that involves students, Huda (2011, p.24-25)

explains in more detail, namely, when students work together to complete a group assignment, they provide encouragement, advice, and information to their group of friends who need help. This means that in cooperation, students who understand better will have the awareness to explain to friends who do not understand. Character education is very important to be instilled in schools because good education not only makes children from not knowing to knowing but also instills noble character for students to have noble

According to Marzuki (2013), integrating character education in learning can be done by loading character values in all subjects taught at school and implementing learning activities. The development of character values can be incorporated into all subjects. Character education integrated into learning is the introduction and internalization of values into student behavior through learning activities (Ningsih, 2014). All subjects are responsible for instilling the values of faith and piety, and noble character (Siregar *et.al.*, 2017; Setyaningrum & Husamah, 2011). Thus, all subjects should insert and instill the values of faith and piety (IMTAK) and noble morals (Wibowo, 2016), including biology learning. Biology learning requires investigative activities both through observation and experimentation, as part of scientific work that involves an attitude based on a scientific attitude. The scientific attitude in learning biology is reflected in the attitudes and character of students in everyday life. Therefore, it is closely related to character education and scientific attitudes in learning biology. Learning materials related to norms or values in each subject need to be developed, made explicit, linked to the context of everyday life.

According to Wibowo (2012), the model of integrating character education can be through self-development programs and school culture. Self-development programs include routine school activities such as ceremonies, spontaneous activities such as raising funds for death, and modeling school members. All school members create a school culture and exemplary from school principals, teachers, counselors, and administrative staff to communicate with students and use school facilities. Schools carry out the model of integrating cooperative character education in Sekolah Indonesia Kota Kinabalu Sabah Malaysia through self-development and cultural programs through activities including 17 August activities, national holiday commemoration competitions, extracurricular activities (extracurricular football, gamelan, volleyball, paskibraka, scouts, PMR, OSIS, MPK), morning exercise, flag ceremony. The program carried out by the school indirectly instills in students the character values of cooperation by interacting in a group to complete activities. Adequate school facilities and infrastructure also support the implementation of the program. The Ministry of Education and Culture (2016) states that the implementation of character education can be done with three main approaches: class-based, school culture-based, and community-based. Character education integrated into learning is the introduction and internalization of values into student behavior through learning activities (Ningsih, 2014). One of the implementations of the character education approach is the class-based character education approach. The integration of class-based character education in Sekolah Indonesia Kota Kinabalu Sabah Malaysia can be seen in the learning process in the classroom based on the results of observations and interviews conducted. Collaborative character education is implemented on biology learning in the classroom by holding group discussions. Problem-solving with group discussions brings benefits to students, among others: students get to know each other better by interacting in groups; students learn to solve problems and make decisions in groups; students learn to socialize.

Teachers have an important role in the implementation of character education in the learning process in the classroom. The results of interviews with biology teachers in Sekolah Indonesia Kota Kinabalu Sabah Malaysia stated that in implementing cooperative character education (discussion) in the classroom, the teacher must know the character of the class and students first to obtain the right method of learning so that there will be conducive conditions and good cooperation. in the classroom. The teacher must generate enthusiasm and students in the lessons in the class so that the class is more interested in receiving the material so that students will more easily accept the material provided by the teacher. In making lesson plans, biology teachers have included cooperative character education (discussion) in the classroom's learning process. Schools for students have implemented the implementation of cooperative character education in Sekolah Indonesia Kota Kinabalu Sabah Malaysia. It is evidenced by the activities that support cooperative character education in classroom learning and learning outside the classroom, such as extracurricular activities. This success is because there are roles (schools and teachers) that are mutually sustainable and committed to implementing character education in schools. Schools as facilities with various facilities and infrastructure in implementing education and teachers as facilitators in learning. Both have an important role in the implementation of character education for students in schools.

CONCLUSION

Based on the results of research that has been done, it can be concluded that the Character Education of Cooperation in Learning Biology in Sekolah Indonesia Kota Kinabalu Sabah Malaysia is well implemented by the students, shown by good student participation during indoor and outdoor biology learning. This can be proven based on data from interviews, observations, and documentation that has been done. Coaching character education is one of Sekolah Indonesia Kota Kinabalu Sabah Malaysia's basic values consisting of courtesy, integrity, cooperation, excellence. Sekolah Indonesia Kota Kinabalu Sabah Malaysia has basic values that are the foundation of the school in the hope that all school members can implement these values.

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