

Conference Paper

Padepokan Karakter: A Management Model of Training and Development of Character Education

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Abstract

Training and development of character education requires development efforts to achieve effective and maximum results. This research developed a management model of training and development of character education that focused on *Padepokan Karakter* or the character hermitage as a locus, in order to produce academic, professional, and vocational resources (prospective teachers and teachers) who have excellent competence in spreading the noble character of the nation. Using Research & Development Approach, this research uses locus at *Padepokan Karakter* of the Politics and Citizenship Department, Faculty of Social Science, Semarang State University. The subjects of the study were the newly graduated Unnes students, the junior teachers in Semarang City and Central Java Province. The factual management model of training and development of character education that is currently in place contains weaknesses in various aspects, from planning, implementation, to evaluation of the activities. On the basis of the analysis of a number of weaknesses of the factual model, a reconstruction of the conceptual model was then carried out starting from the review of both ethical and emotional factors. The conceptual model was further refined by accommodating the results of focus group discussion with stakeholders so that the building of the management model of training and development of character education, by utilizing the potentials and resources owned by *Padepokan Karakter* of the Politics and Citizenship Department, Faculty of Social Science, Semarang State University was developed. This model has incorporated various aspects of training, from refinement of factual model weaknesses, consideration of ethical and emotional factors, and the aspirations and needs of stake holders, making it feasible to put into trials in the wider domain.

Keywords: Training management, Character education, Character hermitage

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1. Introduction

Nation development and character building are fundamental issues for the sustainability of a nation. For the Indonesian nation, the development of the character has clear guidance that is based on Pancasila as the national ideology and the state base. Ideology of Pancasila is the whole vision, ideals, beliefs and values of the Indonesian that normatively need to be realized in the life of the nation and state in order to achieve social justice for all the people of Indonesia.

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In the course of time, the character education of this nation was experiencing grim moments, especially when the nation of Indonesia entered the early reform era. Euphoria as the side impact of the reform has made the management of the character education of the nation lose its direction. On the one hand the old values in the life of the nation and the state want to be abandoned, but on the other hand new values deriving from the reformation were still felt to have no manifestation yet. Pancasila as the national ideology and the main reference of the nation and character building has become overcast. Characters of Pancasila have been losing its true spirit let alone it is supported by borderless, vulgar, infinite and uncontrolled flows of information and technology. All those phenomena will certainly disrupt the realization of defense and resistance of the Republic of Indonesia

The efforts of the Indonesian nation and state to achieve the national goals, especially in the education level have been widely practiced, since the beginning of independence until now. The efforts made recently in term of character building include the following.

Firstly, the Government of the Republic of Indonesia has issued the National Policy of Nation Character Building Year 2010-2025 (Government of Indonesia, 2013). The National Policy on the National Character Building is set up as the implementation of the mandate as stipulated in the 2005-2025 National Long-Term Development Plan. This National Policy is also intended as a guide in designing, developing and implementing the National Action Plan for the Nation Character Building by encouraging active participation of the various components of the nation.

Secondly, the Ministry of Education and Culture has compiled the Academic Paper of Character Education in Higher Education (Dirjen Dikti, 2013). In Chapter III of this Academic Paper, the basic values of Directorate of Higher Education (DHE)'s characters (honest, intelligent, tough, and caring) need to be built with academic culture, scientific forum, and the essence of education. Furthermore, it is stated that the basic values, academic culture, scientific forum, and educational level are directed to the Directorate of Higher Education to be able to manifest itself as a center of science and culture, as well as for DHE to be able to guide the changes that occur in society to solve the nation's problems. Implementation of character education in the perspective of academic culture places the character education not on its own, but it is placed assimilatively. This means character education is combined with academic education, then provides a new understanding. Furthermore, the implementation strategy of character education in the higher education can be divided into three sectors, namely institutional, curricular activities, and non-curricular activities.

The real programs for strengthening character education in universities include among others: (1) preparing the grand design of character education, (2) providing book writing grant on best practices of character education, (3) establishing pilot project of character education development center, (4) providing character education grants, (5) lecturers training for Personality Development (MPK) and National Lifestyles (MBB), (6) sending lecturers of Civics in Higher Education abroad in order to refresh Civic Education, (7) anti cheating and anti plagiarism declaration, (8) Declaration of Strengthening the National Pillars, (9) Seminar and Workshop on Strengthening National Insight for the lecturers and students (Dirjen Dikti, 2014).

Notwithstanding the success achieved, there has recently been a rampant violence among students, ranging from cheating, neglecting homework, brawl, fighting, sodomy victims, persecution, bullying, sexual violence, drug addiction, to murder, (Hadisaputro, 2004; Borba, 2008; Shintanindya, 2011; Aditya, 2015). Such violences show that there has been moral and character deviation among younger generation, in particular. Other cues indicate that more vigorous, sustainable and continuous efforts are needed to be carried out by all parties to strengthen the character.

In formal education, teachers / lecturers play an important role in their participation to control deviant behavior among students. LPTK is deemed necessary to provide additional competence to sow character values. Therefore, the training of prospective teachers and teachers is assumed to provide preventive contribution by sowing of character values in the framework of reducing the deviant behavior among students in school and college in particular. *Padepokan Karakter* or A Character Hermitage of the Faculty of Social Science, Semarang State University is a locus that can be used as a place to give additional strategies of character strengthening and the mastery of competence of character values for prospective teachers and teachers.

This study has a strategic significance. Theoretically and strategically, this study will add to the treasury of science, especially developing the theories associated with the model of training and development of character education. In addition, character-based educational training is systemic and organic in nature, with flexible-adaptive and creative-democratic features. Being organic and systemic means that the locus of the training and development of character education constitutes a place, an interactive process of the overall interactions that exist. Flexible-adaptive means that the training and development of character education is more emphasized as a learning process than teaching. Trainees (prospective teachers and teachers) are motivated to learn something that needs to be updated and applied in continuous learning. Training and development materials are integrated, contextual, and sustainable. Creative-democratic,

means training always emphasizes a mental attitude to always present something new and original. Pedagogically and andragogy, creativity and democracy are two sides of the coin. Without democracy there will be no creative process, and on the contrary without the creative process the democracy will have no meaning.

In addition, it adds a comprehensive and sustained training and development model related to character education. Various training methods used by instructors were basically intended to meet the needs of the skill competencies of participants that are expected to affect the learning of lecturers / teachers-students in the classroom. Involvement of the participants in a non-physical or in the mind and heart should receive proper attention from the participants as many of them do not pay attention to this and blame the students in the class, when they are not creative in responding to the material provided. To prevent any idea of blaming the students, trainees as educators must be creative in developing learning, especially context-based and contextual learning. By linking with contextual problems they will be able to increase the involvement of participants. Furthermore, if the thought and heart have been integrated into training and development, then a comprehensive understanding has taken place. Both global education and comprehensive education training can be obtained and identified in a locus called *Padepokan Karakter* or *A Character Hermitage* as designed in this study.

While in practical operation, this research affirms the consequences and commitment of all parties in implementing character education, especially in Unnes from downstream to upstream, starting from prospective teachers and teachers at school. Among other ways is to provide conditions where improvement of professional, personal, social, and pedagogical competence of prospective teachers and teachers is in place. In connection with this, and to realize the character education it needs to be done intact through various programs, methods, and approaches. In addition, curricula in colleges and schools must be progressively developed in order to help the younger generation achieve personally a more satisfying and socially a more constructive life (Zuchdi, 2001). Therefore, the availability of newly graduated teachers and trained teachers based on training and development of character in the *Padepokan Karakter* of the Faculty of Social Science, Unnes will affect the skills of managing the classroom by integrating the characters in a whole, comprehensive, and sustainable manner.

2. Research Method

This study employed a modified research and development approach from Borg and Gall (1983), which was then simplified into three main steps out of ten steps. The three

steps were preliminary study, development of model, and validation of model of the training and development of character education. Referring to the disadvantages of the current training of character education, the training and development of character education can be optimized by using a locus of character hermitage in *Padepokan Karakter* of the Faculty of Social Science, Unnes.

The locus or location of this research was carried out in *Padepokan Karakter* of the Faculty of Social Science, Unnes with research subjects of prospective teachers of Unnes students who were about to graduate (Year 1), junior teachers of Semarang City (Year 2), and teachers of Central Java Province (Year 3).

In order to obtain an effective product of model and instrument, the product will be tested for validation and put into trial to: (1) experts and practitioners, (2) trial group, and (3) limited field trials.

Data gathering tools include: interviews, documentation, observation, and questionnaires. Data collection instruments: interview guides, field notes, observation sheets, and open questionnaires. In performing data analysis, the following steps were taken. Firstly, analyzing the needs, objectives, materials, preparation for implementation, and evaluation of character education training and development were carried out through interactive analysis with data collection, reduction, display, and conclusions. Secondly, analyze the effectiveness of the training and development model by using "one-group pretest posttest design".

3. Results and Discussion

The training and development of character education is an effort that must be done continuously and systematically, in order to obtain maximum results. It is conceived that the character education process can be implemented effectively, both in the campus and in the school. Current government efforts in training and developing character education have been running well, ranging from the level of regulation, policy, and praxis in the field. Some of the actions conducted by the Ministry of Education and Culture include the formation of the grand design of character education, providing book writing grant on best practices of character education, establishing pilot project of character education development center, providing character education grants, lecturers training for Personality Development (MPK) and National Lifestyles (MBB), sending lecturers of Civics in Higher Education abroad in order to refresh Civic Education, anti cheating and anti plagiarism declaration, declaration of strengthening the national pillars, seminar

and workshop on strengthening national insight for the lecturers and students, and so on.

Regardless of the results achieved, some acts of violence are still found among students until now. Some of the phenomena that often encountered are cheating, neglecting homework, fighting, brawl, sodomy victims, persecution, bullying, sexual violence, drug addiction, murder, and so on. Seeing this reality shows the need for a refinement of model of training and development of character education.

Studies on the implementation of training and development of character education showed that there were some shortages which required a comprehensive refinement. This has been greatly felt since the needs analysis and the training benefit analysis showed the perceived lack of comprehensive training. Similarly, in terms of material, participants, and instructors in tiered and sustainable are still felt weak. Besides, the planning has not yet been well organized. There is no integration of various components, so it seemed to run on its own.

Evaluation of character education activities has not been performed comprehensively. In accordance with the nature of character education, the measurement of the success of learning is not only concerned with cognitive aspects, but also the integration among the cognitive, affective, and psycho-motoric aspects. Therefore evaluation of the activity should be a comprehensive evaluation.

In terms of time management the training and development of character education has not been managed effectively yet. This means that existing time has not been utilized maximally for the implementation of training and development of character education with maximum out-come. One of the reasons of ineffective management of the training and development of character education is the source of enrichment in the learning process which is still very limited.

In terms of implementation so far, it is felt that the material presented has not been focused on the essence of character education and presentation itself is not comprehensive yet. The materials were still presented partially and presented more aspects of its cognition, or knowledge of character education. This made the character education process not achieved its substantial targets. In addition, material contextualization has not occurred. This means that the material presented in the training has not been linked to real-life facts or experiences. To be more easily digested by the participants, the content of the material should be related to the daily life of the participants.

Pertaining to the less comprehensive materials, which dealt only with the cognitive aspect, the implementation of its evaluation was also alike. The existing evaluation instruments were less consistent with characteristics of character education, as they

were more related to the knowledge aspect. That is why the implementation of character education so far has gotten less maximum results.

Another thing that is not less important associated with the implementation of character education is the atmosphere outside the classroom. In today's digital age, instructors and training books are not the only source of learning. Participants will easily access information from outside the class through both print and electronic media, often contra productive with character education taught in the classroom. In addition, some traditions in the society are still less supporting towards the implementation of character education, coupled with the phenomenon that the character education instructor often has not animated himself to be a role model for the learners well.

Visually the factual model of the implementation of training and development of character education could be illustrated as shown in Figure 1.

In the factual model as shown in Figure 1 above, there appears to be some substantial weaknesses; from planning, implementation both in class and out of class, up to the implementation of evaluation.

On the basis of the weaknesses that exist in the factual model of the management of training and development of character education, by considering the potentials possessed by the character hermitage of the Political Education and Citizenship Unnes, the more refined training model was developed by utilizing the potency of the character hermitage as a locus. The result of the improvement of this training model is still a hypothetical model which in the future has to be tested with regard to its ability in the field.

The results of the Improved Model of Training and Development of Character Education that focuses on this *padepokan karakter* or character hermitage are shown in Figure 2 below below.

In the hypothetical model as shown in Figure 2 above, there appears to be an attempt to reconstruct the modeling of training and development of character education, which is contextualized by using character hermitage as a locus. The character hermitage in the Department of Political Education and Citizenship is very potential for the development of character education training model, because its existence is intended as the center of information, education, presentation and promotion of various matters concerning the purpose of the hermitage, the center of various activities related to conservation, development and dissemination and enhancement of the image and values developed in the corresponding hermitage. Besides, this hermitage is also intended as a means to strengthen the unity and oneness of the community pursuant to the objectives of this hermitage, as a means to strengthen friendship among the society in accordance with

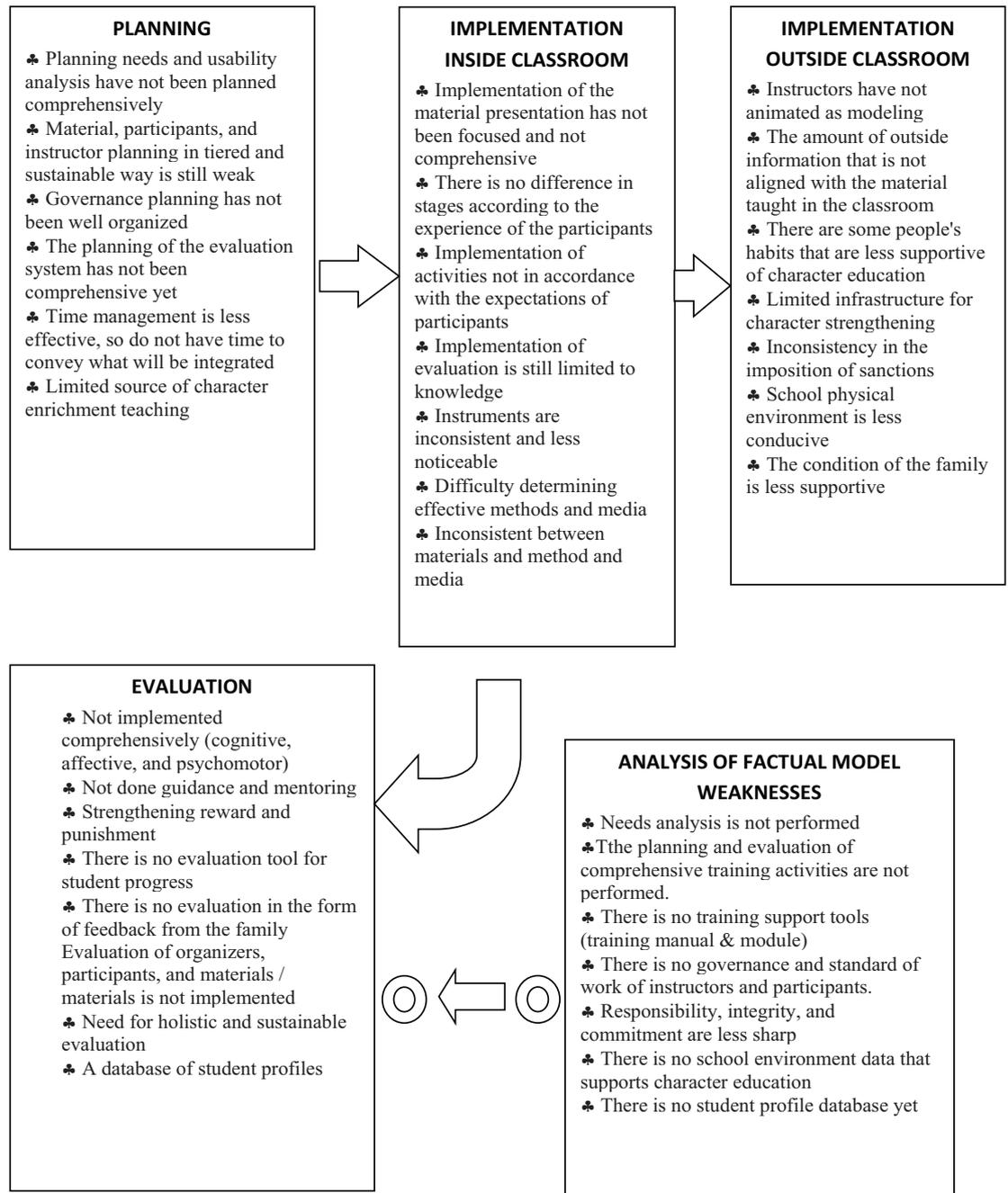


Figure 1: Factual Model of Training and Development of Character Education Management.

the vision and mission of the hermitage, as well as the means of socializing the code of ethics and the pledge of the related hermitage.

Substantial weaknesses in the factual model were perfected in such a way from planning, implementation, to evaluation of activities. Thus in this hypothetical model, a blend between the refinement of development model starting from the factual model weaknesses and the empowerment of all potentials that exist in the character hermitage, so that the model created is the management of training and development of character

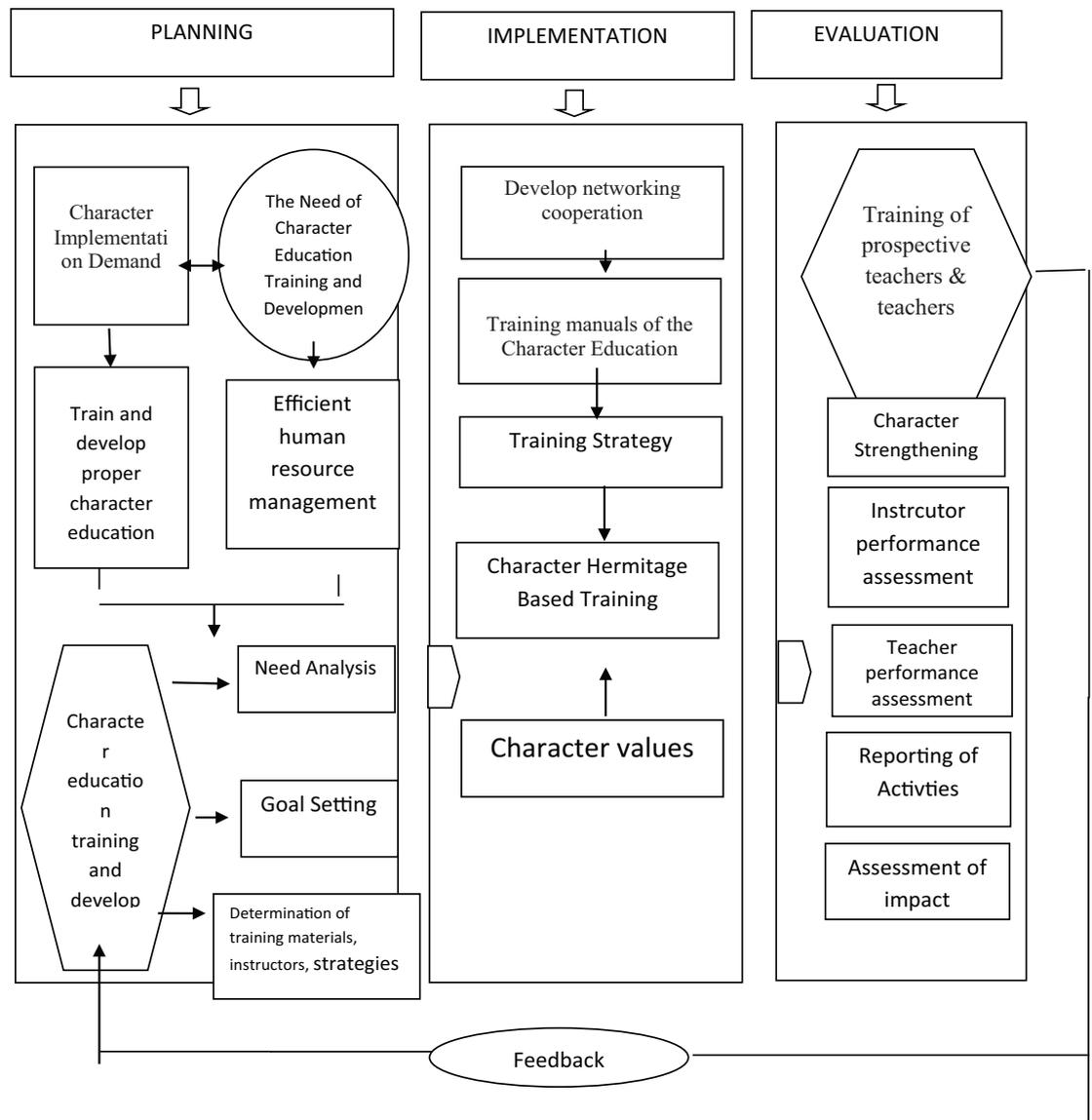


Figure 2: Hypothetical Model of Training and Development Management of Character Education Based on Character Hermitage.

education which was planned systematically, contextually, by empowering all potentials existed in the character hermitage.

The hypothetical model created is then forwarded to teachers and graduates of the PPKn in 2016 to get refinement and feedback, through focus group discussions. The results of the focus group discussion on the hypothetical model show the acceptability of the participants to the model of training and development of character education using the *Padepokan Karakter* or Character Hermitager as a locus. All FGD participants gave their positive appreciation in the hope of being able to be applied in the field immediately.

Several important notes from FGD results were used for hypothetical model improvement. Firstly, the training materials were sometimes unclear so the training was often felt only to pursue its implementation alone, without being able to know the results of the training. Secondly, the spiritual aspect as it has been demanded in the Curriculum 2013, lacked maximum portion. This made the training of character education followed by the teachers were less able to provide answers to teachers in the field. Thirdly, the contextualization of training materials was also felt very limited, because in general the materials presented were very normative and a little bit unrelated with the daily life. Fourthly, there was still a lack of books and references to develop character education, and this was also experienced during the implementation of the training.

The results of the FGDs with the teachers were then elaborated into the existing hypothetical model, so that the final management model of training and development of character education using the *Padepokan Karakter* or *Character Heritage* as a locus was in place, as shown in Figure 3 below.

The final model as shown in Figure 3 is a training and development management of character education using the character heritage as a locus, which has incorporated the factual model, after being analyzed for its weaknesses and then reconstructed, with the results of focus group discussion with teachers of elementary school, junior and senior high school in Semarang.

In the activity planning, this management model has begun with needs analysis, followed by goal setting for the management of training and development of character education, determination of training instructor, materials, and strategies. All aspects related to the implementation of training activities have been systematically designed. Furthermore, in the stage of the implementation of training activities, the training manuals, materials, books and media that facilitate the training participants to absorb the material of training activities have been prepared. The preparation of guidebooks of implementation activities, training material books, and training media, were based on the potential and resources possessed by the character heritage of the Department of Political Education and Civics, Faculty of Social Science, Unnes.

Furthermore, for evaluation purposes, this model also offers a set of assessment instruments, ranging from instructor assessments, teacher performance instruments, reporting instruments, to impact assessment instruments. A set of these instruments refer to the substance of character education comprehensively, covering the cognitive, affective, and psycho-motor aspects.

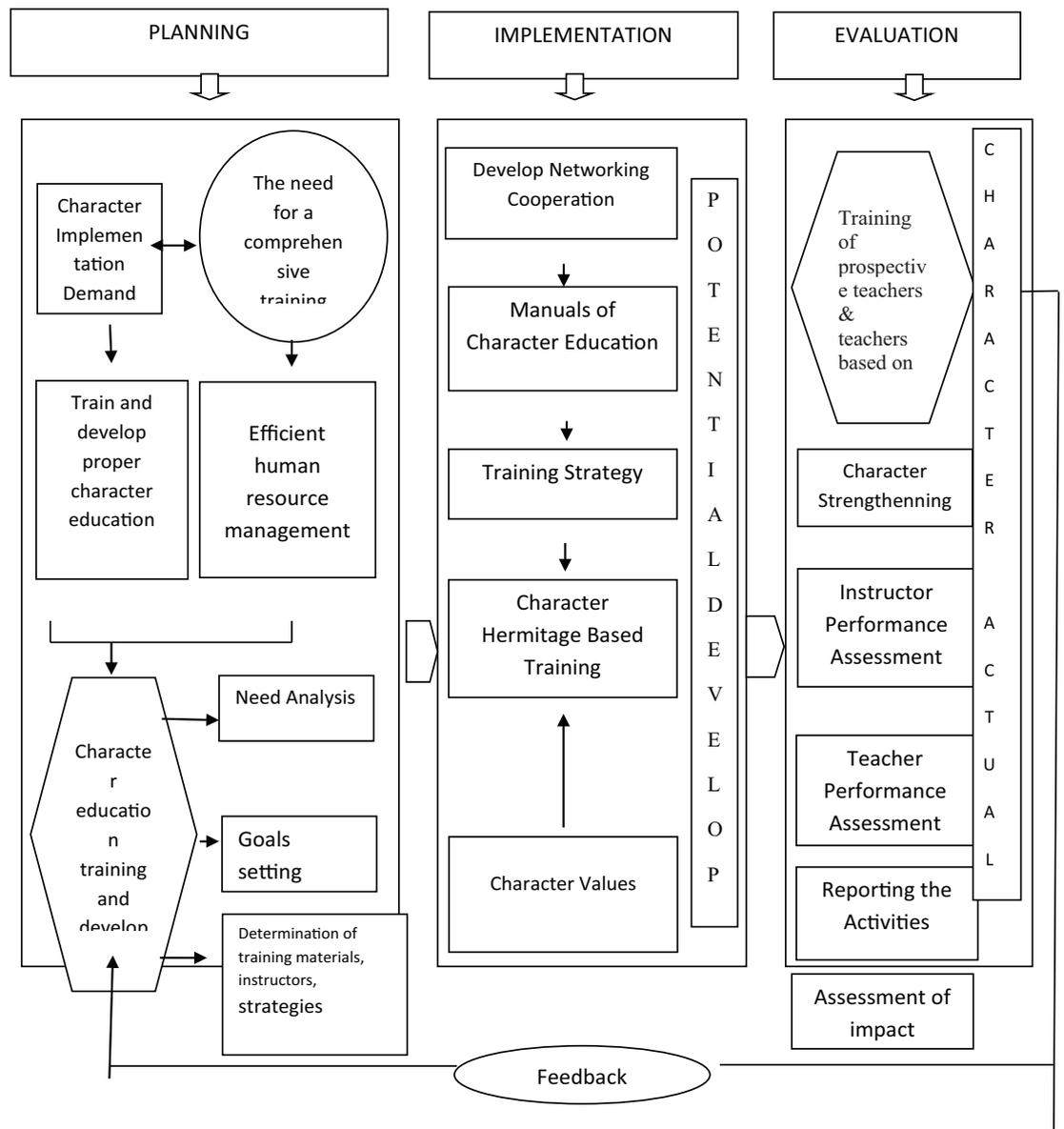


Figure 3: Final Model of Training and Development Management of Character Education Based on Character Heritage.

The final model of training and development management of character education using the character heritage as a locus had a brand of novelty in the form of accommodating various elements in the character education approaches which were systematically arranged from the planning, implementation to evaluation of training activities. Five approaches to character / value education are accommodated in the model, the inculcation approach, the cognitive moral development approach, the value analysis approach, the value clarification approach, and learning approach to action learning (Superka, et al. 1976, Zakaria, 2000; Rachman, 2001, 2002).

Of the five value education approaches, the role of teachers becomes very strategic because it is directly related to the learning process in the classroom. Although the various sources of learning in the digital age are easily obtained through the Internet, in the context of education the role of teachers can not be replaced by any resource. Therefore, professional teachers who have superior competence in disseminating the noble character of the nation is very important to exist in the middle of the students. In the hands of professional teachers the process of learning and character building will occur through creative and innovative efforts in developing learning models to enable internalization of character values more effectively.

4. Conclusion

The development of character education in educational institutions should continue to be pursued for more quality. This is related to the reality that occurs in the field, that although the government has conducted an action to improve character education starting from the preparation of the grand design of character education, the provision of grant for best practice books, the establishment of pilot project of character education development center, the grant of character education program, the training of related lecturers, declaration of anti cheating and anti-plagiarism, declaration of strengthening the national pillars, until seminar and workshop activities for strengthening national insight for lecturers and students, but the phenomenon of moral decadence and violent behavior among students and teenagers is still high.

Training and development of character education to teachers becomes very important, as a systematic effort for character building by teachers in their respective schools.

Factual models found in the field showed some weaknesses in training and development of character education for teachers. Some of these weaknesses have been found since the need analysis and the usefulness of the perceived lack of comprehensive training. In terms of materials, participants, and instructors in tiered and sustainable are still felt weak. In addition to the above planning, the governance was also not well organized. There was no integration of various components, so it seemed to run on its own. Similarly, in terms of evaluation it has not been done comprehensively. In accordance with the nature of character education, the measurement of the success of learning is not only concerned with cognitive aspect, but rather the integration among the cognitive, affective, and psycho-motoric aspects.

On the basis of these weaknesses, the reconstruction of the factual model into a hypothetical model, by combining the model refinement and empowerment of all

the potentials that existed in the character hermitage, so that the model created i.e., the management of training and development of character education was planned systematically, contextually, by empowering the potential that existed in the character hermitage.

The character hermitage in the Department of Political Education and Citizenship is very potential for the training and development model of character education, because its existence is contained as the center of information, education, presentation and promotion of various matters concerning the purpose of the hermitage, the center of various activities related to conservation, development, dissemination and improvement of the image and values developed in the corresponding hermitage. Besides, this hermitage is also intended as a means to strengthen the unity and oneness of the community according to the purpose of related hermitage, the means to strengthen friendship among the society in accordance with the vision and mission of the hermitage, as well as the means of socializing the code of ethics and the pledge of the related hermitage.

Subsequent findings through focus group discussion activities with teachers provided refinement to the final model of training and development management of character education using character hermitage as a locus. The result of focus group discussion shows the acceptance of the participants to the aforesaid model. All FGD participants gave their positive appreciation in the hope of being able to be applied in the field immediately. This final model has perfected the previous factual model and hypothetical model. Since activity planning, this management model has begun with needs analysis, followed by goal setting, determination of training instructor, materials, and strategies. Then in the implementation stage the training manuals, materials, books and media have been prepared to make it easier for trainees to absorb the material training activities. For evaluation purposes, the model also offers a set of assessment instruments, ranging from instructor assessments, teacher performance instruments, reporting instruments, to activity impact assessment instruments. This set of instruments refer to the substance of character education comprehensively, covering the cognitive, affective, and psychomotor.

The advantage of the final model of training and development management of character education focuses on the character hermitage was the integration of various elements in the character education approaches which were systematically arranged from planning, implementation to evaluation of training activities.

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