

ISBN 979-26-1909-7

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# Character Education for Integrity and Justice toward Sustainable Future

Editors:  
Widyastuti Purbani  
Sâoto E. Nayono

Proceeding of the 1<sup>st</sup> International  
Conference on Character Education

YOGYAKARTA STATE UNIVERSITY  
NOVEMBER 8 - 9, 2011

 icce | 1<sup>st</sup> International Conference  
on Character Education

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# CHARACTER EDUCATION STRATEGY IN THE SOCIOLOGY-ANTHROPOLOGY OF EDUCATION SUBJECT STUDY FOR YSU STUDENTS WITH PROBLEM SOLVING APPROACH

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## ABSTRACT

Character crisis become a problem for Indonesia. YSU as an education institution make a contribution to overcome this problem by the implementation of character education on Sociology-Anthropology of Education subject study. The aim of this research is to find out how the implementation of character education on Sociology-Anthropology of Education subject study empowers the character value on YSU students.

This research uses the action research method for this research aims to contribute a real action that can influence the students' behavior especially to strengthen the character values. The research is applied to Accounting Department students FISE UNY. This research is conducted in two cycles i.e. cycle I which concentrate on the group approach through group task by the making of thematic product based on ISBD material and cycle II which emphasizes on the individual approach through the making of thematic product based on character value chosen by each student. Data is collected throughout questioner, observation sheet, assessing instrument, interview, and documentation. Data analysis is done by qualitative analysis and percentage calculation, process analysis, product analysis and behavior analysis.

The result of the research proves that the implementation of character education on ISBD subject study with the problem solving approach strengthens the character values on the personality of YSU students. Process analysis, the research result proves that the problem solving approach on the character education process on the learning process of Sociology-Anthropology of Education improves the students' social sensitivity on human life. It is marked by score of the cycle one increases from 18 to 24 in the cycle II. Product analysis, the result of the research proves that the problem solving approach, both through group approach in cycle I and individual approach in cycle II, can improve the character values on the students' personality. It is proven by the increasing score of thematic product from 78.4 in the cycle I to 96 in the cycle II. Also, if it is seen from the product properness of the content and presentation, the score increases from 959.7 (average 80) in cycle I to 1036 (average 86.3) in cycle II. Behavior Analysis, this research proves that problem solving approach observed from cycle I and cycle II has strengthened the values of students' personality proven by the increasing score of character values in cycle I which has 4 values (cooperation, responsibility, communication, spirit to study/work) to 6 values in cycle II values (cooperation, responsibility, communication, spirit to study/work, confidence, and religiosity)

***Key words: character, problem solving.***

## CHAPTER I INTRODUCTION

### A. Research Background

National policy on the Character Building of the nation year 2010-2015 proved that the problem of Character of Indonesia has come to an alarming issue. Furthermore, the picture of the character crisis has become a multidimensional issue on every level of society. The foundation of Nation and Character Building which was built before has been eroded by various problems of the nation which began to shift the concept of identity and the essence of the character of the nation. Indonesia needs to reconstruct the urgency of character education of the nation in a strategic and systemic way in all structure of the society so that the strength Indonesia that owns good character can be brought back in facing various kind of problems.

The world of education has an important role in building the character of the nation. Character education as a conscious and deliberate effort to create an atmosphere as well as the process of potential and learners empowerment has not been run optimally. This is because the practice of education in Indonesia tend to focus on developing the cognitive aspect while soft skills or nonakademik aspects as the main element of character education has not been considered in an optimal and even tended to be ignored. Currently there is a trend that targets academic remains a major goal of educational outcomes, as well as the National Examination (UN), so that the process of character education is still difficult to conduct (Raka, 2006). Institutional activity, more and more stuck to things that are pragmatic and materialistic whereas the institutional culture is also the heart of education (qualitative spirituality). Cultural institutions should be able to build attitudes and traits such as honest, assertive, cautious, confident, thoughtful, brave, polite, passionate, soft, and smooth, friendly attitude, moderate and wise, humble, fair, good practice, sow love, simple life, obedient and submissive, patiently keeping peace, can trust and be trusted (Darmiyati, 2010:35).

The crisis of human character in Indonesia is shown by the act of self destruction which is getting stronger. There is a tendency in our society do not develop its potential competitiveness optimally when compared to other nations. There is even a tendency of people's behavior to reinforce the horizontal conflicts that undermine national integration, such as: the case of Trisakti, the case of "Koja Priok", "Century", and the case of "Nurdin" PSSI. It happens because the values of humanity gets fade away, including the spirit and willingness to grow together peacefully in diversity (Raka, 2007:2).

Another phenomenon showing the crisis of is a mental attitude which sees that success can be achieved easily, without hard working, that it can be achieved with a cupped hand and with the demand to the left and right. Further, Gede Raka described that the habit of blaming others is one of the characters that inhibit progress. It is not a strength, but a weakness. (Raka, 2007:2).

Handling the crisis of character should begin from understanding the causes of the crisis so that the solution to the problem of the crisis could be solved based on the source of the problem. In this context, the role of educational institutions are expected to be more proactive, creative and innovative in designing the learning process which truly capable to give a remarkable contribute to the development of character education. The process of character education should be designed in a holistic and contextual perspective so that it can establish a dialogical-critical thinking in shaping human character in the normative and working-behavior aspects. In this context, the material character forming needs to be designed in a comprehensive manner, so the result is more effective in shaping the character of human being.

For YSU, the efforts of character education should be immediately implemented into academic culture that can not be postponed anymore, because the problem of character is in a crisis. As an educational institution, YSU should be to give contribution to the formation of the character of young people.. However, the implementation of character education still needs research which the result can empirically implemented appropriately, correctly, creatively and proactively by all elements in the YSU which are capable in forming character of human being.

Building a campus atmosphere that reflects the working performance and moral character to all the civitas academica will make YSU as an educational institution which gives contribution to the development of the character education of the nation, announced by the government. The



not been entirely done by the lecturers because they still have not found appropriate and effective strategies for character education in Anthropology Sociology of Education subject. Thus, in general the purpose of the research is to find learning strategies of character education which can be integrated with the subject of Sociology Anthropology of Education that can improve the students' way of thinking and their attitude based on character values

### **B. Formulation of the Problem**

How the strategy of character education in the Sociology Anthropology of education subject study with the problem-solving approach can strengthen the character values of the students at YSU?

### **C. Goal and Target**

The goal of research in general is to find the character education teaching-learning model that can be integrated in the Sociology-Anthropology of Education study subject that is able to improve the students' way of thinking and behavior based on character values. The target of the research are:

- a. to explore the academic values to develop the value of honesty, confidence, appreciation of diversity, the spirit of learning and passion of working.
- b. to change the insight, awareness, and ability to perform actions based on honesty,
- c. confidence, appreciation of diversity, the spirit of learning, and passion of working to develop a critical thinking in addressing the problem of forming the character of the nation.

## **II. FRAMEWORK OF THINKING**

As has been described previously, that the problems of the character crisis has become a structural problem, thus the character education should be done holistically and contextually. Structurally means that to build the character of the nation start from the family, school, society, and country. The model developed is an attempt to conduct character education in a holistic manner involving the aspects of "knowledge, feeling, loving, and acting" (Ratna, 2005:2). While the contextual aspects associated with the core values which are needed to form the power of character of the nation began to be internalized at all levels of society. With a holistic and contextual approach, it can form the character of people in all levels of life. Thomas Lickona (1991) defines a person of character as the nature of a person in response to a moral situation, which is manifested in concrete actions through behavior that is good, honest, responsible, respect for others as well as other noble characters.

To be able to integrate character education in the Sociology-Anthropology of Education subject study, the "problem-solving" approach is used as one of the aspects that are reviewed and investigated during the learning process. Applying the problem-solving approach can improve the habit of students to be more characterized. As Aristotle stated that the characteristics were closely related to habit or custom which is carried out continuously. So the concept constructed from this model is the habit of the mind, habit of the heart and the habit of the hands (Ratna, 2005:1).

With the treatment given in the class it is expected that there will be a change of mindset and ways of behavior of the student into a human being with character that has the characteristics as: religious, honest, responsible, care, cooperative, have mutual respect, confidence, respect the diversity, possess the spirit of learning and working.

## **III. RESEARCH METHOD**

This research applies a research design of class action which tries to review and reflect in-depth on some aspect of teaching and learning activities. The aspects are the participation of students, interaction of student-lecturer, and the interaction between students.

The type of classroom action research used in this research is collaborative, that is, those who will take action should also be involved since the beginning of the research process (Suwarsih Madya, 1994:27). This research will create a collaboration between researcher and colleagues. Researcher should be in school from the beginning of his research, it is at the time of diagnosing/ analyzing the situation and examining the gap between the real situation and the

circumstances wanted, formulating the plan of action, and then taking part in implementing the plan and monitoring it, and then reporting the results.

The variables of this research is problem-solving approach as a variable bound and character education as the independent variable. The setting the action research are students who are taking the Sociology-Anthropology of Education at Accounting Education Department, Faculty of Social Sciences and Economy, YSU. This class was chosen as a research target because the researchers taught the class so that actions for the improvement of the learning process, especially in the effort to strengthen the character education can be conducted more intensively.

#### **IV.FINDING AND DISCUSSION**

This chapter will describe the results of research on the improvement of human character through the study of Sociology Anthropology Education on UNY students. Based on the data analysis on the action of the cycle I and cycle II, it will be explained data that describe an increase in terms of process, in terms of behavior and thematic products produced by students in an effort to strengthen the character values in students of Accounting in FISE.

The implementation of character education in Sociology Anthropology Education subject is very exciting to be integrated in UNY, with problem-solving approach, either with a group approach or individual approach it can strengthen student character values. Furthermore, from the results of this study, can be summed up some of the main findings that can be considered as model development effort of the implementation of character education on Sociology Anthropology Education can be analyzed in terms of process and product

##### **1. Process Analysis**

Analysis on the success of the process of teaching-learning character strategy in the Sociology Anthropology Education subject is a significant change in terms of different approach. Cycle I puts more emphasize on group work, while cycle II emphasize more on individual work. The teaching-learning process of Sociology Anthropology Education using problem approach encourages the students to be more active in the class in using diagrams why-why to look for the cause of the problem. In this activity, students are required to give ideas in understanding the cause of the problem, as well as understanding the solutions of the problem. Also, in thinking the solution of the problem, each student is also asked to actively participate to give their opinions.

In the group discussion it surely can be ascertained that the problem-solving approach can improve the ability to communicate, cooperate and respect the ideas presented by other individuals in the group discussion. These changes can be observed from the development of personal and academic skills of students through problem-solving approach in the teaching-learning process. Furthermore, through problem-solving approach, the students used to communicate, cooperate, and respect and regard them as an important part of the development of student character.

In the second cycle of the teaching-learning process of Sociology Anthropology Education by using individual problem-solving approach can reinforce the character's personality in each student according to his condition. This can be analyzed from the results of student writing that if being assessed, the average score is 80. Even some of the writing scores are above 85. The process of writing is very varied in response: some were happy and excited, some need to work hard, some are standard, some are confused to choose the experience. By observing the activity of students from the independent activities, students can identify and resolve problems personally so that each student can increase personal skill to gradually become a man who has a stronger character.

The continuing process of the character education on the teaching-learning process of Sociology Anthropology Education is students develop well in terms of sensitivity to the dynamics of continuous social life, as well as sensitivity to human relationships, sensitivity to the problems of humanity, sensitivity to the attempt to solve the humanitarian problems, sensitivity to the formation of character values, sensitivity to human differences that can be assessed from the meaning of thematic product in the on the cycle I and cycle II.

## 2. Behavior Analysis

Analysis of success is observed from the significant differences that begins from the pre-action, action on the cycle I and cycle II are the strengthening of awareness of the importance of having character values on each individual. Questions related to the description of the human with character according to students provide the basis for an early understanding for students about character. Students in general have started to have an overview of the characteristics of human with character. If being practiced, the categories of student answers about "the characters of human with character" based on the aspects can be distinguished as follows:

Aspects	Characteristics
Religion	<ul style="list-style-type: none"> <li>• Worship God</li> <li>• People who can discern right from wrong</li> <li>• Believe in God</li> <li>• Run His commands and avoid His prohibitions</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• Honest</li> <li>• Decisive</li> <li>• Caring</li> <li>• Discipline</li> <li>• Self-confident</li> <li>• Principled</li> <li>• Responsible</li> <li>• Wise</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Have attitudes, good personality</li> <li>• Have good manners</li> <li>• Take care of the neighborhood</li> <li>• Dutiful to parents</li> <li>• Responsible to the environment</li> <li>• Help each other</li> <li>• Love all creatures</li> <li>• Respect others</li> <li>• Befriend with all people</li> <li>• Obedient with the elderly</li> <li>• Have the principles of life and clung to those principles</li> <li>• Respect others</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Have personality</li> <li>• Calm in facing problems</li> <li>• Think deeply when solving problem</li> <li>• Have ability to adapt in any environment</li> <li>• Have a sense of high sympathy and empathy</li> </ul>

The characteristics of human with character described by students is the ideal image attached to a person. However, generally conditions of students are in the process to become a man with character. In this case, values are very important aspects in human life. Values become the basis of thinking and behaving. In this study the analysis of student behavior is more focused on the activities in the classroom during Sociology Anthropology Education subject both in cycle I and cycle II, especially in the process of preparation and presentation in class. In the cycle I the values involved in the learning process are quite varied even more varied than the early target of the study, because the topics presented by groups are varied, so that values can be learned more by students compared with the early targets. However, from the values that are designed there are changes in cycle I and cycle II, as shown in the table below:



Target Value	Value in cycle I Group Approach	Value in cycle II Individual Approach
Values designed in the study	1. Obedience to worship 2. Honesty 3. Confidence 4. Responsibility	1. Obedience to worship 2. Responsibility 3. Concern 4. Cooperation 5. Mutual respect 6. Confidence
Other values obtained	Respecting yourself, Obeying norms and morality, being discipline and hard worker, having unity and nationalism	

Primary data sources, 2011

Conclusions from the table above were analyzed from every process that occurs in the classroom based on the continues social interaction processes throughout the learning process in class, in this case the researchers studied intensively and then observed the behavior changing process that occurs at each session activity. From behavior change in cycle I and cycle II, there has been a change in the reinforcement value of the cycle I from 4 character value to 5 character value in cycle II. In addition, both the action cycle I and cycle II there is a tendency that the students enjoy participating in character education in Sociology Anthropology of Education subject due to the perceived changes in themselves. It also seen from the results of the assessment in the cycle I and cycle II as shown the following table.

**Table 18**  
**Strengthening Student Character Value FISE**  
**N = 53**

Character Value	Before			After		
	Stable	Fair	Enough	Stable	Fair	Enough
Obedience to pray	9%	43%	47%	50,94%	47%	2%
Honesty	0%	89%	11%	28,30%	72%	0%
Responsibility	6%	45%	49%	60,38%	38%	2%
Caring	47%	51%	2%	58,49%	40%	2%
Cooperation	6%	55%	40%	50,94%	49%	0%
Mutual respect	0%	34%	66%	75,47%	25%	0%
Self Confidence	30%	55%	15%	37,74%	57%	6%
Aprecciation towards Diversity	25%	47%	28%	20,75%	70%	9%
Spirit for working and learning	9%	62%	28%	32,08%	62%	6%

Sumber data primer, 2011

Based on the table 18, it can be concluded that character education through the Sociology Anthropology of Education carried out the action on the cycle I and cycle II can strengthen the character of students and the number of character values owned by students. The strengthening of the students' character can be done with a group approach and an individual approach. Group approach as has been done in cycle I can enhance the character values that are social as well as the ability to cooperate, communicate, to be responsible, etc. While the individual approach is also needed to strengthen them.

### 3. Thematic Product Analysis

In making the thematic products Anthropology Sociology of Education in Character Education, students are required to develop the basic concepts that will be developed in a power

point. Selection of key concepts are made in accordance with a predetermined theme encourages them to cooperate, communicate, work hard, and have self confidence. The aspects required in making the product is creativity. In the process of making the product, lecturer only gave a description of the tasks to be performed, while the making process is fully determined by the students. In this phase, students are excited to prepare for the task of the group because the students expect to get high scores.

Assessment of the thematic products in cycle I and II had improved, particularly in the aspect of interpreting. In cycle II, the results of an assessment of the student paper gives a stronger meaning for the character education process, both for the students themselves as well as for other students. This is expressed by the majority of students who generally have difficulty to choose a theme related to the journey of his life. Even to choose their writings theme they should think hard, since most students have experienced all the processes associated with the journey of his life, but pick an interesting and impressing story to share with others is part of the learning process that strengthens the process of "the meaning of life " which is hard to do. Students are generally happy after they have finished writing a piece of the story of their life. The researcher was impressed by some of the writings that can provide lesson for all people that becoming a meaningful and have character is a life time process. Based on the assessment of thematic products in cycle I and cycle II, the researcher obtained the following results:

**Table 19**  
**Thematic Analysis of Product Cycle I and Cycle II**

Thematic Result	Product	Creativity (0-30)	Meaning (0-40)	Language (0-30)	Total
Cycle I		22.8	32.35	23.25	78.4
Cycle II		30	38	28	96

Based on the above table it can be concluded that there is an increased ability of students to make thematic product containing the values of character, particularly from the aspect interpreting. This increase means that in the process of strengthening the character of students needs a personal self-realization related to everyday experience so that the existing values can be more powerful to be part of his personality. Thematic product on character education in Anthropology Sociology of Education subject is useful to be a media for learning activities related to the development of socio-cultural concept, because the explanation delivered on CD is the exposure of human life. While the paper on "Building Character of the Youth of the Nation" gives a lot of inspiration to others in understanding the dynamics of the youths' life who are struggling to build their identity. In this case, the action was considered successful due to the increasing score of 8 in action I, or the final score has reached more than 80.

Thematic products are assessed from their product feasibility and the presentation feasibility that had improved. The task given in the cycle II was able to move the dynamic behavior of both individually and in groups. Individually all students should be able to produce the best writing and in group they should be able to motivate their friends to cooperate based on time agreement to collect the writing files to be edited and grouped based on the theme and to be designed into a book.

**Table 20**  
**Product Feasibility Assessment**

Group	Feasibility of Contents (Character Values) (50-100)										Presentation Feasibility (50-90)		Total	Average
	A	B	C	D	E	F	G	H	I	J	K	L		
Cycle I	79,4	80,7	81,5	80,7	79,4	80,8	80	78,8	80,3	79,7	79,1	79,3	960	80
Cycle II	84	87	86	86	86	85	87	85	88	88	88	86	1036	86.3

Prime data Source, 2011

Note

A = Obedience to Pray	H = Confidence
B = Honesty	I = Appreciation towards Diversity
C = responsibility	J = Spirit of working and learning
D = Caring	K = Unanimity
E = Caring	L = Creativity
F = Cooperation	M = Argument
G = Mutual Respect	

Based on the assessments above it can be concluded that the action in cycle I and cycle II in the process of character education on the subject of Sociology Anthropology of Education to encourage students to think and work creatively. Although the purpose of this research did not specifically to develop the creative aspect, but the outcome of the character education process can develop the dimensions of creative thinking needed by people in facing the challenges of the ever-changing community life. On the other hand, by having the creative capital students will be able to develop their potential optimally. Optimization in the self-potential development is one of the aspects that is really needed by students to be able to develop the competitive dimension which still based on character values. In this action, cycle II was considered successful because the value is more than 80.

## V. CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the explanation above, it can be concluded that character education can be implemented to the Sociology Anthropology of Education subject with the approaches of the problems based on the findings below:

1. Process Analysis, this research proves that by the approach of the problem in the character education process, the learning of Sociology Anthropology of Education can improve the students' social sensitivity. It is indicated by the increasing score from 18 in cycle I and 24 in cycle II.
2. Product Analysis, the result of this research proves that with a good approach both solved with group approach in cycle I and individual approach in cycle II can strengthen the value of character on the students' personality. It is shown by the increasing score of thematic product from 78.4 in cycle I to 96 in cycle II. Similarly, if it is judged from the eligibility of the product, the total value is 9597 in cycle I increased to 1036 in cycle II.
3. Behavior Analysis, this study proves that the approach to the problems observed from the cycle I and cycle II has increased in the personal values on the students which are marked with the characters values in the cycle I was 4 values (obedience of worship, honesty, confidence, responsibility) increased into 6 values on the cycle II (cooperation, responsibility, caring, cooperation, mutual respect, confidence).

## B. Suggestion

The results of this study can be taken into consideration for the UNY to develop a character education model to be more creative, innovative, which can be implemented into any subject. In particular, for the MKDK course i.e. Sociology Anthropology of Education subject as one of the alternatives for creative and innovative education.

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