

English Development-Based Instructional Materials 2013 Integrating Curriculum Values in the Junior National Character

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Abstract: This research is the development of research designed using a 4-D models of development the which consists of four stages items, namely; the definition phase, design phase, development phase, and dissemination phase.

The subjects were teachers and students in lower secondary level

East Java, namely SMP Bhinneka Tunggal Ika Purwosari.

The Data were collected through observation, questionnaires, and tests.

Based on the results of field testing, teaching materials produced have met the criteria of practicality and effectiveness.

Keywords: English teaching materials, curriculum, character education

The implementation of Curriculum 2013 as a replacement Unit Level Curriculum (SBC) consequences of the changes objectives, learning, teaching materials, and assessment mechanism. One characteristic that differentiate curriculum in 2013 with SBC is affirmation oriented learning goals have a balance between development spiritual and social attitudes with the ability intellectual and skill (Permendikbud No. 68/2013). In this case, the formation of attitudes and character is placed parallel and equally important with the development of cognitive abilities and psychomotor learners.

Value of character is a major aspect in the 21st century life is important fostered through the learning process. The increasingly competitive challenges put the character value as an important factor for interacting, networking, and won success. Drake and Burns (2004) developed the framework knowledge, skills and

attitudes in the form of pyramid by placing attitudes / values on peak position and knowledge as a base. Attitudes / values of a bridge between knowledge and skills. This framework is signaled that the attitudes / values character is a major aspect that needs to be nurtured in the classroom and become an integrated part with the learning process.

The results showed that the values embedded character education through school have no impact on academic achievement, personality, and social learners. Benninga studies, Berkowitz, Kuehn, and Smith (2003) conducted involving 681 schools in California found that schools with the totality of the higher in implementing education characters acquire higher academic achievement.

The Studies conducted by Larson (2009) showed that the cultivation of character values through school impact on awareness, responsibility, and a respectful attitude toward others participants. In the study, revealed that character education will give effect to skills learners to make decisions and solve the problem. Teaching materials are an excellent medium for integrating character education. Corresponding with the demands of Curriculum 2013, values and character of the nation is an integral part in any learning activities (Kasim, 2013).

The character value is not a separate subject, but united in the learning process, including teaching materials used. Lickona (2008) and Nucci & Narvaez (2008) shows a integration model of character education in teaching through intra and extra-curricular. Integration through intra do through learning strategies, teaching materials, and forms of assessment, while integration with extracurricular done through a variety of activities school. The principle of the development of education character is integrating a comprehensive manner in learning activities. Therefore, the key to development education character is teacher must: 1) planning and create document of education character 2) teach mainstream values in subjects that thought by, 3) giving opportunity for learners to discuss a variety of moral issues and characters (Lickona, Schaps, and Lewis, 2007).

Utilization of instructional materials in teaching English aimed at improving learners' language skills at the same time instilling the values of national character

the demands of the curriculum English Language Subject in the curriculum of 2013 was characterized by the approach text-based learning. learning the English language makes a word become a sentence and also become a text. The texts served the basis for cultivate character value for learners. Through linguistic and literary texts, cargo education character be included as part teaching materials (Abidin, 2012).

English language teaching materials integrating the value of education character in preaparing the global market in Indonesia has urgency to develop. Factors underlying needs teaching materials are curriculum 2013 relatively newly applied in the still continues to be addressed to perfected, the relevant teaching materials still limited.

According to the Ministry of Education (2008), preparation of teaching materials aimed 1) to provide teaching materials in accordance with the demands of the curriculum taking into account the needs of learners, namely teaching materials in accordance with the characteristics and background or social environment of learners, 2) help participants acquire in alternative teaching materials in addition to understand textbooks that sometimes

difficult to obtain, and 3) allows teachers in carrying out the study. Teaching English language materials is integrating the value of direct national character learners understand the variety of text at a time instill character values. criteria for development education character in facing the modern era based teaching materials, namely: 1) according to curriculum set, 2) discourse used in accordance with the background of the participants learners; 3) containing illustrations or examples clarify the understanding; 4) contains a message worth for the students, and 5) contains the elements of education, morals, or values (Abidin, 2012).

English teaching materials produced in this study have benefits for teachers and

learners. Teaching materials that integrate the value of national character functions: 1) as a guide for teachers who will direct all of its activities in the learning process, as well as a the substance of competence which should be taught to learners; 2) as a guide for participants learners who will direct all of its activities in the learning process, as well as a the substance of competence which should be studied /

understood by Ministry of Education (2008). "Development teaching materials based on the following principles: 1) validity; 2) the significance ;3) benefit / usefulness (utility); 4) the possibility to Learning (learnability); and 5) the attractiveness (interest) "(Mulyasa, 2006; 154).

The values of character education integrated into the text-based learning in research are key values taught in schools. The key values necessary taught in schools include: respect, responsibility, honesty, tolerance, justice, discipline, perseverance, and initiative (Lickhona, 2008). Those values is used in teaching materials for (1) are core values which help participants learners to be able to carry out tasks academic; (2) develop participants as Private hardworking and resilient, and (3) guiding learners to have a relationship harmonious.

Results of research conducted Nurdin (2012) show that educational success characters in school shaped by the culture of the school, professional teachers, and the role of parents.

In the learning process, teachers' professionalism covers the aspects related to planning , selection and use of teaching materials, and assessment. The results of English materials development in integrating teaching grades the availability of alternative that adds teaching character can be used by the teachers to run professional duties. teaching materials developed in this study consist of language text language and literary text. In general, the texts in Curriculum 2013 can be categorized into two categories of the text. Anderson and Anderson (2003) classifies two types of text, the text literary and factual texts.

Type in a factual text Popular with learning English designation

linguistic text. In this study, text developed literary moral story text, while the linguistic text as procedure text. Preliminary studies were conducted by the reserch started the implementation of this study showed that generally the teaching materials used in a school text books distributed various publishers. Textbooks used are not examined prior conformity curriculum and the character of the students. Integrate the values of national character in materials teaching is not done explicitly.

This study aims to develop and test the practicality and effectiveness of teaching English materials -based Curriculum 2013 integrating character of the nation.

Research result is expected to complete the Language reference materials

English material based on Curriculum 2013. The Materials are resulting oriented teaching into the material teaching assistant and teaching materials enrichment in

English lessons besides teaching materials used officially designated by the government.

The Method (research and development). The study was designed Four-D model that consists of four phases, namely the definition phase (define), stage design (design), stage of development (develop) , and dissemination phase (dessiminate) (Thiagarajan, Semmel, and Semmel, 1974) .In this study developed two components, including: teaching materials and learning devices supporters.

Instructional materials and support device in question consists of: Books of Students, Student work Sheet, teachers books and Learning Implementation Plan (RPP).

Teaching materials are produced by tested through expert testing / practitioners and field tests. Validation is done by three validator comprising learning English experts, a developt English language teaching materials, and the English teacher subject. Validator provides an assessment of the teaching materials and supporting device. The Aspects of assessment and instructional materials of teacher book, include: content, language, grain, and grafis. RPP assessment aspects, including: identity, purpose, method, infrastructure and learning resources, learning steps, and evaluation. The field trials conducted with implement teaching materials have been designed.

The school, which is the subject of the trial is SMP Bhinneka Tunggal Ika Purwosari. The trial aims to test and the effectiveness and practicality of the teaching materials produced. The data collection field trials conducted through observation sheets, questionnaires, and achievement test. The observations were made on the activities of learners, teacher learning management, and adherence to teaching materials. Observations are made to see the activity learners that includes: (1) follow the presentation materials carefully, (2) responded to the teacher's explanations, (3) ask, (4) to provide feedback, (5) working

tasks, and (6) to perform other activities, such as playing.

Questionnaire responses aimed at achieving learners Data relating to responses of learners to models and tools, including: 1) Questionnaire Responss Students of the Implementation of Instructional Materials to obtain the data: (a) the difficulty of learners in use of teaching materials, (b) the exercise prepared, (c) the perceived added value, and (d) suggestions for improvements; 2) Questionnaire Responses of Students against LKS for getting the data aspects: (a) language, (b) the appearance, (c) the systematic, (d) benefits, (e) the appropriateness, (f) allocation\ time, (g) the suitability of the material, and (h) recommendations for improvements; 3) Questionnaire responses of learners to the Student Book to obtain the data: (a) language, (b) the systematic, (c) practicality, (d) the appearance, and (e) suggestions for improvements. Test of the learning outcomes aimed at obtaining data on the level mastery of the competencies learners taught and use of the materials.

The data analysis was performed to assess the practicality and effectiveness. practicality material teach analyzed by calculating the average of each response aspects of learners, while effectiveness measured through achievement test. the response of the students against the teaching materials were analyzed with procedures as

follows. First, change the questionnaire responses students become numbers with the criteria very agree with a score of 4, agree with a score of 3, less of agree with a score of 2, and strongly disagree with a score of 1. Second, calculate the average in every aspect. Third, determine the response categories of learners the criteria in the table 1.

Table 1 Response Category of the Students

Source: Nurdin (2007)

Interval	Category response
$3.51 \leq x \leq 4.00$	very good
$2.51 \leq X < 3.50$	Good
$1.51 \leq X < 2.50$	pretty good
$0.51 \leq X < 1.50$	not good
$1 X < 0.50$	not good

The effectiveness of teaching materials is determined through analysis of learning outcomes of students. Analysis steps of learning outcomes is done through a procedure scoring and determination of completeness criteria.

The scoring is based on the answers that have been set. The determination completeness learners measured by category achievement of the study subjects completeness criteria set in 2013. Curriculum Score study of the students calculated the frequency and the percentage is based on the assessment categories presented in Table 2.

Table 2. Criteria for Mastery Learning Outcomes

interval	category	informatrion
3.85 to 4.00	A + A-	complete complete

3.51 to 3.84	B +	complete
3.18 to 3.50	B	complete
2.85 to 3.17	B-	complete
2.51 to 2.84	C +	not
2.18 to 2.50	C	Completed
1.85 to 2.17	C-	not
1.51 to 1.84	D +	Completed
1.18 to 1.50	D	not
1.00 to 1.17		Completed

Source: Permendikbud No. 104/2014

RESULTS AND DISCUSSION

The results of the study presented by the stages of development carried out. shelf

the results of the study are outlined below. definition phase Learning activities in the designated teaching material basic competency based curriculum in 2013.

The learning activities developed are as follows: 1) analyze the structure of the text

procedure; 2) analyze the linguistic characteristics Text procedure; 3) distinguish the structure of the text procedure; 4) distinguish linguistic characteristics Text procedure; 5) classifying text structure of procedure; 6) identify gaps structure of

procedure; 7) identify gaps text linguistic of procedures.

The main products produced in development of teaching materials are English language materials learning integrating value-based character Curriculum 2013. Teaching materials produced include literary text and linguistic texts, for example procedure text. The structure of the resulting materials consisting of: 1) the title, 2) introduction, 3) understanding a concept which is divided into two parts, namely a) understanding and b) structural and linguistic characteristics, 4) modeling, namely: a) modeling the structure and b) modeling of linguistic characteristics, 5) text analysis, namely: a) understand the linguistic structure and text, b) distinguish the structure and linguistic texts, c) classify linguistic structure and text, and d) identify fault structures and linguistic text.

Teaching materials embodied in the form of Student Book and Student Worksheet

equipped with a device implementations The Teachers hand out and RPP (Plan of Implementation Learning). RPP to be a support device teaching materials developed with reference the structure of the lesson plan developed by Kemdikbud. The Selection is based on structures that used above considerations, suitability, and ease of application. RPP structure consists of: 1) identity, 2) learning objectives, 3) competency core and basic competence, 4) indicator, 5) method, 6) Media, 7) learning resources, 8) steps learning, and 9) assessment.

The contents of RPP characterized with text-based learning and integration the character value. Student Worksheet contain activities learning that leads to achievement basic competencies. LKS structure consists of: 1) the title, 2) identity, 3) manual, 4) discourse, and 5) exercise.

Development phase

The main activity at this stage of development is validation of instructional materials and learning tools conducted by experts and practitioners. Validation aims to assess the quality of materials and devices developed as well as gain suggestions for improvements in product improvement. Validation is done by giving the product that produced by the experts and practitioners to rated feasibility. The Aspects of the evaluation is based on a given instrument. The validator given the opportunity to assess every aspect of the using a scale of 1-4 (well, fairly well, less Figure 1. Structure of Teaching Material Generated good, and not good). Each item is declared valid if the good category. Aspects of teaching materials that are not Invalid revised based on suggestions validator. The validator also given the opportunity to give suggestions via the comments field prepared in the latter part of the instrument. practitioners English learning who became validator, namely Islahiyatul Wardah, S.S., a professional teacher in secondary schools Bhinneka Tunggal Ika. The cover value

feasibility aspects of content, language, grain, and grafis.

Validator provides tick mark on the questionnaire. Assessment is based on the instruments with the Likert scale 1-4 and validators asked to comment each aspect.

Results of Development Implementation learning Plan

Learning Implementation Plan (RPP)

The curriculum was developed in accordance with the characteristics 2013. Validator provides six terhadp ratings RPP main aspects, namely: identity, purpose, method, infrastructure and learning resources, learning steps, and evaluation. Based on the results of the assessment validator, RPP developed categorized as "very valid". In detail the results of validation of RPP component materials shown in Table 3. Based on Table 3. RPP of English language teaching materials, which integrates the value of character category "very valid". each aspect which include: identity, purpose, method, step learning, and evaluation of all category "Very valid".

Table 3. Results Validation Implementation learning Plan

No	Aspect	The avarage	category
1	Identity	4.00	very
2	Aim	3.67	Valid
3	Method	3.67	very
4	means and	3.83	Valid
5	Learning	3.56	very
6	Resources	3.83	Valid
	Step of learning		very
	Evaluation		Valid
			Valid

			very Valid
	Average	3.77	very Valid

Every aspect of the assessment consists of subaspect. The aspects of identity load level, class, semester, and time allocation. Aspect purpose consists of: 1) suitability basic competence with indicators, 2) the suitability of the indicators with learning objectives, 3) clarity of purpose formula learning, 4) the suitability of the learning objectives with time, and 5) the suitability of the learning objectives with the material. Aspects of teaching methods specified into some subaspect, namely 1) the suitability of the material with basic competency and 2) the suitability of the material with the media. Aspects of facilities and learning resources consisting of: 1) a means of learning support to achieve the learning objectives and 2) source learning relevant to the material to be presented. Aspects subaspek learning steps consisting of: 1) suitability of learning with media, 2) an opportunity learners find concepts, facts and principles, and 3) an opportunity to scrutinize learners and analyzing media. Aspects of evaluation consists of: 1) subaspek cognitive, 2) subaspect of affective, and 3) subaspect of psychomotor.

Table 4. Text Linguistic Learning Outcomes

inter val	Cate gory	Response of Students		Inform ation
		Frequ ency	Perce ntage	

3.85 to 4.00	A +	12	17.14	compl ete
3.51 to 3.84	A-	23	32.86	compl ete
3.18 to 3.50	B +	25	35.71	compl ete
2.85 to 3.17	B	8	11.43	compl ete
2.51 to 2.84	B-	2	2,86	compl ete
2.18 to 2.50	C +	0	0,00	not Compl eted
1.85 to 2.17	C	0	0,00	not Compl eted
1.51 to 1.84	C-	0	0,00	not Compl eted
1.18 to 1.50	D+	0	0,00	not Compl eted
1.00 to 1.17	D	0	0,00	not Compl eted
	Total	70	100	

Table 5. Text Linguistic Learning Outcomes

inter val	Cate gory	Response of Students		Inform ation
		Frequ ency	Perce ntage	
3.85 to 4.00	A +	14	20.00	compl ete
3.51 to	A-	31	44.29	compl ete

3.84				
3.18 to 3.50	B +	16	22.86	comple te
2.85 to 3.17	B	7	10,00	comple te
2.51 to 2.84	B-	1	1.43	comple te
2.18 to 2.50	C +	1	1.43	not Comple ted
1.85 to 2.17	C	0	0,00	not Comple ted
1.51 to 1.84	C-	0	0,00	not Comple ted
1.18 to 1.50	D+	0	0,00	not Comple ted
1.00 to 1.17	D	0	0,00	not Comple ted
	Total	70	100	

For 70 learners. Of these, Overall learners get results learning that meets the minimum completeness criteria. The achievement of learning outcomes obtained by learners identifies the categories vary. Picture learning outcomes of language text shown detail in Table 4.

Analysis of learning outcomes of students to text literature also indicates that teaching materials effectively used for the achievement of competence basic. Based on Table 5, the number of subjects tested literary text as many as 70 people. of the total The, 1 (1.43%) are not yet eligible minimum

completeness. Overview of learning outcomes text literature is shown in detail in Table 5.

DISCUSSION

Discussion of the results of this study are based at this stage of the research activities conducted. The discussion presented as follows. First, the definition phase. based on An initial analysis concluded conditions that required the teaching materials that can be supplementary teaching materials already available. Two aspects The main underlying development of these materials, namely 1) the aspect of the needs and 2) the novelty aspect. In terms of needs, teaching materials available tend to be uniform so that teachers and learners do not have a varied learning resources. From the side novelty, teaching materials developed have the novelty of the substance and presentation. Substance teaching materials developed based on the theories of text-based language, emphasis on aspects of the structure and characteristics of language, according with basic competencies in the curriculum 2013, and integrate character education.

Aspects of the presentation of teaching materials fitted with theory and modeling that allows the learners, presented in a structured and equipped with supporting devices. Analysis of the characteristics of learners do to develop appropriate teaching materials with the needs and characteristics. Results of analysis show that learners who become research subjects have academic ability

good average. Analysis of development needs conducted to measure the level of usefulness teaching materials produced. Based on the analysis found that it takes appropriate teaching materials the curriculum, the Curriculum 2013. Some findings obtained in the analysis of needs which form the basis of materials development teaching is described as follows. 1) Entry Curriculum 2013, which is relatively new cause limited resources on learning.

The main study used by teachers and participants Is the materials produced by the Education Department and culture. Another thing to consideration is the materials available there is therefore implies the process of learning. 2) Suitability of materials available in accordance with the needs of the curriculum. based on The analytical team of researchers found that the teaching materials are provided and enforced officially today have a degree of relevance Low curriculum. Teaching materials there has not been developed based on competency basic curriculum. Basic competence in aspects knowledge (K3) which consists of the ability, distinguish, Classify the capabilities, and the ability to identify deficiencies have not been reflected in materials applied formally. 3) The ability of teachers in preparing the supplementary materials for the achievement of basic competence has not been adequate.

The condition causes the materials available not varied. Consequently, there

complaints learning boring or shortage of teaching materials. Preparation of teaching materials is oriented into complementary materials and a comparison of the materials available in the field. 4) The development of character is one of the main focus of the current study. Result analysis found that the value of character the learning objectives pursued achievement through the integration process

learning. Analysis of the material in the research carried out to identify and develop the details the main concepts of teaching materials that developed. Characteristics of Curriculum 2013 is the emphasis on text-based learning. Learning orientation aimed at understanding two main aspects, namely the text structure and characteristics language. Development of the learning substance This text-based concept is based on the text Anderson and Anderson (1997), which put structure and characteristics of language as a differentiator element intertextual.

Results of preliminary observations indicate that teachers and participants experience limitations for understand these two things. In this study, researchers developed teaching materials on the literary text and the text language in VIII class. Literary texts are developed, namely moral story text, while text language developed, ie texts procedure. Second The linguistic text category presented that generally the type of text in class VIII school secondary and texts contained

in the general curriculum. restrictions on The text types based on consideration of time

Research has long stages up effectiveness trials. Second, the design phase. Teaching materials designed to have a structure consisting of: 1) title, 2) introduction, 3) understanding of the concept, 4) modeling, 5) text analysis, and the integration value character. The title reflects the type of text learned. The introductory part contains brief information which aims to connect the experience

and the daily observations of participants with the text to be studied.

Understanding the concept of lists the subject matter of the draft text. Comprehension concept contains two main aspects, namely understanding and linguistic characteristics of the text. part Definition describes the conceptual framework and social goals text of language characteristic outlining the structure

text and linguistic characteristics of a marker and differentiator with other text. text structure is a major distinguishing feature between the text. Structure shows the organization of content and structure think that in accordance with the social purpose of the text. Characteristic shaped text linguistic vocabulary and sentence in accordance with the social purpose of the text.

Part Modeling in these materials of an application from the understanding of the concept. In the modeling, text of the participants which have been sorted according to

their structure. So is the case with examples of using the language that shows the characteristics of the text. Through part modeling the participants are able to see direct application of the concepts presented in the understanding of the concept. Analysis section is the primary activity do learners to assess and discriminate text. Text analysis consists of four activities adjusted primary competence basic curriculum in 2013, namely to understand the text, distinguish text, text classification, and identifying text (Permendikbud No. 68/2013).

Part of this text analysis is an activity to prepare a variety of activities for forming learners understanding. In this section, prepare a variety of exercises and learning activities to Help students in understanding the text as a whole.

The integration of character education is learning activities were prepared to assess the values contained in the text. Activity directed study to assess the value of religious and social value. The values contained in Text reviewed by connecting it with the participants and the reality of life. Integrating the value of character

This is done for values assessment imply the character values in the text-based learning. Narvaes and Lapsley (2008) suggests that teaching character education to do with a two-tiered strategy minimalist strategy done explicitly and maximalist strategy performed implicitly. From a variety of learning activities prepared the teaching materials, the development of the participants

students in the skills of daily discourse yet fully developed. This is the disadvantage of these materials. The focus of learning activities are prepared only accommodate Competence Third core curriculum in 2013.

Third, is the developing stage, the main activity is a test of the experts and practitioners. Products development of Student book form, LKS, Master Books, and RPP validated by experts and practitioners. Each type of product validated in accordance with indicators shown on the results of the study. The experts and practitioners to give ratings to choose one of the four categories in the Likert scale prepared through a questionnaire. In addition, experts and Practitioners also asked to leave a comment be the cornerstone of revision.

The test results show experts and practitioners that the resulting product meets kritevia validity. However, a number of revisions requested by validator, which clarifies concepts granted, the design and selection of letters interesting, and the use of appropriate language Of the students of SMP cognitive level participants. Fourth, the field test. Activity field test done by trying out teaching materials To generated learners. Two main objectives field test activities, ie testing the responses of participants In teaching materials and the effeciency of test ingredient in improving achievement of learners. In general, participants give a good response to the teaching materials produced.

However, a number of comments and the advice given, the kinds of questions which are given. Questions shaped stuffing and essays are given quite tiring participant suggested for use questions in objective form. participants also want the examples will shown more diverse. The learning result obtained by the participants show that teaching materials produced effectively improve learning achievement. based on completeness criteria, all participants to finish the text language, while one person is not successful achieve mastery standard for literary texts. Nevertheless, demographic analysis shows that the learning outcomes of students of SMP Bhinneka Tunggal Ika generally more compared with participants other students of junior high school. Differences in these learning outcomes indicates that learners who follow learning Curriculum 2013 since the seventh grade because become pilot schools curriculum implementation better understanding of the characteristics of language learning English-based text.
COVER

Through the design stage, has generated teaching materials relevant to the needs. Structure The resulting materials consisting of: 1) the title, 2) introduction, 3) understanding of the concept, 4) modeling, 5) text analysis, and 6) the integration value of the character. Result assessment experts and practitioners on teaching materials produced showed that the products of research in the form of 1)

lesson plans, 2) Her books, 3) Student Books, and 4) Activity Sheet Students have met the criteria of validity that The product worthy forwarded to the stage field test. Based on field tests have been conducted, summed up some of the following. 1) The response of students to instructional materials, including Student books and worksheets and learning process indicates that the materials tested meets the criteria of practicality. Level practicality vary between locations research background-ability learners are also vary between test sites. 2) Application of materials teaching as measured by analysis done the teaching materials that practical teaching materials used in the learning process. The level of practicality varied background of understanding and the ability of teachers implement instructional materials. 3) Performance learning gained through the implementation learners teaching material meets the criteria of effectiveness. Generally, learners have gained learning outcomes that meet the completeness criteria minimal. 4) Based on the field tests made minor revisions to the materials and devices learning.

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