

IMPLEMENTATION OF CHARACTER EDUCATION IN SECONDARY EDUCATION LEVEL IN INDONESIA

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Abstract - Improving national education quality must be started from character education since strengthening character education is the main foundation and spirit of education. This research aims to illustrate the implementation of character education in secondary education level in this case Junior High Schools in Indonesia mainly in Jabodetabek. Character values according to Ministry of Education and Culture have 18 values, namely religious, honesty tolerance, discipline, hard work, creative, independence, democratic, curiosity, nationality spirit, love the motherland, respect for achievement, friendly/ communicative, love peace, fond of reading, environmental friendly, social care and responsible. This research was conducted by mix method combining quantitative and qualitative research. Results of the research show that out of 30 research respondents, namely teachers in Junior High Schools in Jabodetabek, most of them have good understanding on definition of character. Out of 18 values, there are nine values according to the Ministry of Education and Culture are fostered at school as the places where the respondents teach, namely religious, discipline, honesty, independence, ethics/manners, illustrating values of friendly/ communicative, as well as social care of tolerance, fond of reading and love the motherland. However, other 9 character values are yet applied maximally. There is 76,7% of respondents inputting character values into curriculum by internalizing each subject, fostering characters and changing students' behavior into good one, operating meaningful learning, teaching students to be individuals with ability to apply their knowledge in order to achieve goals of character building, growth and development based on rules and norms. School implements character education through special rules and programs involving intern parties such as peer tutoring, mentoring, or any programs involving extern parties. It is greatly necessary for parent involvement in fostering character values for students. However, there is 50% of parents giving response to the activities. Obstacles in the implementation of character education are students avoiding teachers, students' different abilities in understanding character values, teachers' background and students' diverse culture, imbalance parents' parenting namely different environment and community conditions with applied pattern by teachers at school. The solutions given to school party are by way of approach and cooperation with parents through meeting with parents, strengthening for each week with students, continuous socialization, special guidance for specific students and using religious approach.

Keywords - Character Education, School, Parents

I. INTRODUCTION

1.1 Background

Revamping nationwide education should start with character education, because character education is the foundation and main spirit of education. As how it's stated in nawacita, the government is planning a revolution in the nation's character. Since 2016, the Ministry of Culture and Education practices character education through the Character Education Enhancement movement. One of its doing is to have a bigger portion to character education than theory knowledge, 70 percent in the elementary education sector and 60 percent in secondary. The dimension of character education consists of: (1) Heart (ethics), with the purpose of creating an individual that had deep spirituality, faith and piety, (2) Mind (Literature), having academic supremacy as a result of learning and lifelong learner, (3) Feel (aesthetic), having moral integrity, bravery dan culturized, and (4) Body (kinesthetic), a healthy being that is able to actively participate as a citizen. Those four dimensions should be held simultaneously, whole and comprehensive that will be integrated throughout the

learning process of intrakulikuler, kokurikuler, and ektrakulikuler based on school custom development and work together with family and society. As for the 5 main points of character education that is based on Pancasila, which is the main focus of CEE consists of:

1. Religiosity trait reflect faith to The One Almighty God which manifested in carrying out religious teachings, respect religion differences, uphold tolerance in other religious teachings, live in peace and harmony with other religion holders. The implementation of this character trait can be shown as peace lover, tolerance, respect religious and faith differences, having principle, confident, collaborating with people of other religious beliefs, reject harassment and violence, companionship, sincerity, disobtrude, love surrounding situation, protect the left out minority.
2. Nationalism trait is how an individual think, behave and do that reflects loyalty, concern and high appreciation to the language, environment, social, culture, economy and politics of a nation, placing the needs of its nation above its own. This nationalistic behavior is seen through is

appropriation of own culture, maintain own culture prosperity, willing to sacrifice, superior achievers, patriotism, protect the environment, follow the rules, discipline, respect diversity of culture, ethnic and religion.

3. Integrity trait is based on the behavior in an effort to make itself to be reliable in words, actions, dan work, having commitment and loyalty in humanity and moral. Integrity trait consists of responsibility as a citizen, active in social living, through a consistent truth shown within action and words. Individual with integrity will respect others' dignity (especially diffable), and able to show exemplary.
4. Independent traits are shown through one's behavior and actions that won't rely on others and using their utmost energy, thoughts and time to achieve their hopes, dreams and ambitions. Independent students have great work ethic, tough, self-driven, professional, creative, brave and being a lifelong learner.
5. Cooperation traits reflect the action of respecting teamwork spirit and solve problems together, communicating and companionship, helping others in need. It's expected of a student to appreciate others, able to cooperate, inclusive, commit in joint decision, inclusive discussion, helping others, empathic, solidarity, anti-discrimination, anti-violence and voluntarism.

Those five traits will collaborate with one another, develop dynamically and make the person as a whole. Supposedly, education and character can't be separated, education molds character while character empowers education. The success of character education lies on school based management that can build collaboration between teachers, families and society, so a consistency of character education is formed. Because in reality, character education can't be taught only by lecture, but it needs to involve students with activities, so it may absorb in the students' everyday lives. However, there are many obstacles technically and pragmatically. Especially in formal education institutes funded by the government, from elementary to high schools. It caused three center of education, family, society and school is still going on their own ways, they need to collaborate to support the consistency of applying these good character traits. Character education first commenced in family, and there's still a lot of misunderstanding. Indonesia's typology of society is separated by low, middle, and high economy. In the low economy family, they're more focused on fulfilling their basic needs like clothes, food and houses, so character education usually sets aside and it didn't get introduced to the family as it should. In the middle economy family, the mother also contributes to the family's income. The other jobs as a mother also get neglected like working hours, daycare availability, nursing rooms and etc. So the attachment

between the child and the mother may not form at its best. This is another important thing to consider, as the main educator in the family is the mother. Secondly, society also have a role in developing the character of a child.

However great character education is at home, it may fail if the society doesn't support it. Indonesia is still a developing country. Information technology development may drive many information to be accessed by the society. But the vast moving information is not followed by the ability to analyze or sieve information, so whatever information they received may affect childrens' personality and character. Lastly, school provides curriculum and educator. The everchanging national curriculum, even though it's for a good cause, it may confuse the pupils applying them. Also, teachers are more focused by cognitive skills than internalizing character. These education pattern can't reach the aspects that the children need in order to grow and live their daily activities. The great pressure to fulfill the academic skill, from family or school, without considering the children's development stage, may cause them pressure and develop a deviance personality. Based on the statements above, character education issues in elementary and secondary schools in indonesia needs a lot of revisions in planning, organizing, implementation and managing the program, so that it could be effective in making the future generations with a positive character. Especially for secondary schools where the students are still in their teenage development stage that is trying to find their identity and find values to be used in their next stage of life. Therefore, this research focuses on the application of character education in secondary schools located in Jabodetabek.

1.2 Research Problem

The formulation of this research is as follows:

1. How is the application of character education in secondary schools located in Indonesia?
2. What are the obstacles and challenges in the application of character education in secondary schools?
3. What kind of solution needed so character education may implement as it should?

1.3 Objective

The purpose of this research is to empirically research the application of character education in secondary schools located in Indonesia, whereas this research focuses on middle school.

1.4 Theoretical Framework

As stated by Lickona (2012), the characters are related to moral knowing, moral feeling and moral

behavior. Based on those three components, it can be concluded that good character is supported by knowledge about kindness, desire to do good and actually doing it. So character education can be defined as all efforts that can be done in order to impact student's character. However, according to Kertajaya (2010) character is a trait owned by a thing or individual. Those traits are real and deep-rooted into their personality and is the "machine" to operate how they act, behave, talk and react to a certain thing. Therefore, it can be concluded that character is how a being thinks and behave that becomes a habitual trait then formed into personality. That makes it clear to perform character education thoroughly so it will be absorbed by the students. Individual with a good character is a person that can make decisions and willing to be responsible for whatever consequences their choices made. (Ansori, 2007). Character values according to Ministry of Education and Culture have 18 values, namely religious, honesty tolerance, discipline, hard work, creative, independence, democratic, curiosity, nationality spirit, love the motherland, respect for achievement, friendly/communicative, love peace, fond of reading, environmental friendly, social care and responsible. The research related to character education is in line with Bustan and Fitria (2016) research with the title "Effectiveness of Training on Tips for Building Character of Children" obtained the results that parents and teachers really need training to improve understanding of psychological approaches according to the child's development period, in order to instill positive character and Islamic in children.

Where training is needed is in the form of practices and home assignments that are evaluated regularly, so parents and teachers can apply character education directly and consistently. Furthermore, Rahayuningtyas and Mustadi's research (2018) with the theme "Analysis of Character Value Content in the 2013 Curriculum Handbook for Elementary Teachers and Students" which aims to analyze: (1) character values in the teacher handbook; (2) character values in the student handbook; and (3) the suitability of character values in the 2013 Curriculum textbooks for teacher and student handbooks. The results obtained that the teacher's handbook develops all the analyzed character values, but the most emergent character values are self-confidence, while for honest characters the least frequency appears on the teacher and student handbooks. Inequality in the charge of character values can also affect the application of character education can not run properly. Other research talks about "Character Education in Indonesian EFL Classes: Implementation and Barriers" (Nova, 2017). It was found that many EFL teachers faced several obstacles in including character education in the classroom from three main aspects: pedagogical, student, and teacher. First, from the pedagogical aspect, EFL

teachers face five obstacles: difficulties in connecting character values with learning material; lack of time in implementing character education in the classroom; difficulty in finding appropriate teaching methods to teach certain character values; ineffective learning situations; and there are no specific guidelines on how to include character education in lesson plans or syllabi. Second, in the student aspect, EFL teachers face three obstacles: students' neglect of the character values being learned; character values not observed by students; and different student backgrounds. Third, from the teacher aspect, EFL teachers face six obstacles: lack of teacher consistency; teacher character; lack of knowledge in inserting character values; lack of experience in teaching character; teacher neglect of character values; and cannot be a model of good character implementation in class.

Reflecting on the results, this study recommends other EFL teachers to include character education in the teaching and learning process by adapting and adopting various strategies used by EFL teachers who participated in this study. Other recommendations addressed to school administrators and principals to support character education in the classroom by providing teacher professional development training, seminars, or workshops in character education and its implementation to enrich teacher competencies and strategies to include character education, to support programs to include character education in the 2013 curriculum.

II. METHOD

2.1 Type of Research

This research was conducted using the mixed methods research. According to Creswell (2014: 5), mix- methods is a research approach which combine and associate qualitative and quantitative form. The basic of mixed methods research is using a combination of quantitative and qualitative approach to find a better research result rather than using only one approach (by using only quantitative approach or only qualitative approach), so that the resulting fact can be more comprehensive in researching the research's problem, because the researcher have freedom to use all collecting data tools that is compatible with the required data type.

2.2 Place and Time Of Research

This research was conducted in Jabodetabek on July until December 2019.

2.3 Population and Sample

This research population are the teachers of secondary school around Jabodetabek region. The

sample quantity in this research is 30 middle school teachers from public and private school.

2.4 Data Collection

This research is a survey research, which used questionnaire as a research instrument. Questionnaire is a sheet containing some question with standard structure (Prasetyo & Miftahul Jannah, 2005). Questionnaire in this research have quantitative and qualitative data. Quantitative data is sourced from question and check list directory which tend to be close-ended (closed answer). While qualitative data is sourced from information which tend to be open-ended (open answer) that is collected from an open question questionnaire. Open-ended questions is providing opportunity for participant to answer by using their own words/sentences/language.

2.5 Data Analysis

Data analysis procedure by preparing the type of data that will be analyzed, exploring data, and analyzing data to answer the research question. Processing of quantitative data using descriptive analysis, which is an analysis that emphasize on data discussion and research subject by providing data systematically and doesn't concludes the research result (Priyatno, 2008). While the analysis method that is used on qualitative data is:

A. Data setting/arrangement

Before data analyzing initiation, researcher ensured that all the data are complete, noted, and given label systematically, so that the data become organized.

B. Coding and categorization

To facilitate in organizing so many data and complete the demand to translate the data, the researcher was arranging key words, theme, issue, and participant questions and the given questionnaire answer. The core of coding is to find and compare equation along with material data difference to make a category arrangement.

C. Seeking for pattern and research proposition

After that, the researcher was dividing category which differs into large themes so that it would be stable, orderly, logic, and make sense.

D. Interpreting data

E. Evaluating the interpretation

In this stage, the researcher was conducting verification and validation toward data validity, and then reflecting those to interpretation.

III. RESULTS AND DISCUSSION

3.1 Respondents' Characteristics

1. Respondents' Education

Most of research respondents have background of D4/S1 (Bachelor) degree namely 63,3% of 30 respondents. Then, there is 33,3% of the respondents have S2 (Master) and the remaining have senior high school background.

2. Types of Institution Where the Respondents are Teaching

It is obtained description that there is 63,3% of the respondents from private schools and 36,7% from state schools. Out of 36,7% of the respondents from state schools, the results show that there are schools yet implementing character education through specific curriculum and subjects. Most of which using no special approach to implement character education at school, such as extern party involvement using mentoring or peer tutoring. Most of respondents, namely 26,7%, have background as Junior High teachers in 7th grade. The subjects they teach are Islamic Religion Education, Science, Arabic Language, Al-Qur'an, Bahasa Indonesia, Guidance and Conseling, and Sundanese Language. It can be seen that most of the respondents have already ability to teach any subjects presenting character values such as Islamic Religion Education, Al-Qur'an, Bahasa Indonesia as well as Guidance and Counseling. Meanwhile for teaching experience, there is 50% of the research respondents having less than 10 years of experiences and there is 50% having more than 10 years of experiences. So, for respondents' distribution by experiences, it can be said to be balance.

3.2 Description of Character Education Implementation

A. Understanding on Definition of Character

Most of these research respondents (36,67%) understand character as something that is accustomed to or become accustomed to in daily life. Then, there is 13,3% of the respondents commenting that character is attached nature to oneself. And there is 10% of the respondents saying that character is moral, nature giving influences on thoughts and behavior. Then, there is 6,7% of the respondents understanding character as fostered personality. The remaining respondents say that character (1) something that is trusted, believed and involved in actions, (2) good personality, (3) one original natures, and (4) awareness. It can be seen from response pattern given by most of Junior High teachers saying character as an understanding on accustomed values so these can attach to one self and then grow into a

unique personality and then it can be seen from daily attitude, natures and morals. This is in line with an opinion given by Kertajaya (2010) stating that unique character features are origin and taking root to personality of the subjects or individuals, as well as are machines supporting one to act, behave, talk and respond to personality which have to be built since in the early age. Also, Lickona (2012) said that good characters must be supported by knowledge on good ness, desire to do good things and to do kindness. In a manual of *Fostering Character for Early Age Education* (2015), it is also described that fostering characters for children one of which can be done by optimizing self-habituation activities with conception of character and noble character development. Teachers should prioritize the activities of developing contextual character and noble character, activities that lead to the development of affective and psychomotor abilities.

B. Characters Values which are Fostered At School

Based on open-ended questions from the questionnaire given, the data were obtained that the character values fostered at school where the respondents taught were: religious value (50%), disciplinary value (43.3%), honesty (36.7%), value of independence (26.7%), Ethics / manners (23.3%), value of helping (13.3%), and tolerance (10%), fond of reading (6.67%), and love the motherland (3.3%). It can be seen that out of the 18 character values according to the Ministry of Education and Culture, there are only 9 character values that are fostered in the respondents' schools, namely: religious values, discipline, honesty, independence, ethics / manners that can describe friendly / communicative values, as well as social care values of tolerance, fond of reading, and love the motherland. A very dominant value is fostering religious values; this can be done one of which due to a country based on Pancasila which makes "Believe in the One Supreme God" as the first precept that underlies other precepts, the foundation of religious values can be strongly reflected in daily life. It also can be caused that because most of the research respondents were Islamic Education teachers.

There are still 9 other character values (50%) that have not been optimally applied, such as: hard work, creative, democratic, curiosity, national spirit, respect for achievement, peace, environmental care, and responsibility. As explained earlier that character is a habit, so giving open questions to respondents to provide answers related to the character values implemented at each school is assumed to be able to obtain automatic responses based on what is commonly done in schools. So, it can be said that any given responses are answers in accordance with habituation at school.

C. Fostering Character Values through Curriculum

Based on descriptive quantitative data, it is found out that 76.7% of the respondents include fostering the character values into the curriculum, while the remaining 23.3% of the respondents do not. The most dominant way to do this is through internalization in each lesson subject conducted by 16.67% of the respondents, then by fostering character and changing student behavior to be the good one which is also done by 6.67% of the respondents. There is another way done namely by taking meaningful learning, educating students to become individuals who can practice their knowledge in order to achieve the goals of character building, growth and development in accordance with the rules and norms, but it is only done by 3.3% of the respondents. Inputting character values into curriculum aims to give ability for teachers to relate these values to teaching and learning activities inside and outside class, so these values can be accustomed and internalized in daily life. Content of character is the focus in the curriculum and not only related to knowledge and skills. The implementation of character values in the curriculum is associated with certain subjects, this is done by 90% of the respondents. The method used is to include in the learning plan with learning outcomes related to character values. Then, it is also done by involving peer tutors and group discussions in an effort to develop these values. There are also ways to link religious values in learning materials, such as conveying verses and hadiths in line with the development of character values, rules and reading and reading activities of the Qur'an. Then, teachers must also provide understanding and role models in daily life through habituation and ethical behavior, mutual cooperation in cleaning class, caring when friends facing difficulties, and getting used to applying religious values such as prayer, fasting, and others. It is also necessary for making rules and regulations in line with school vision and mission and controlling students about character values. There are Standard Operating Procedures (SOP) in implementing these regulations. Such as tadarus and prayer activities, these activities are given before starting the learning activity. There are also given warnings if students do not obey the rules, trainings for discipline related to uniforms, time, prayer in congregation, prohibitions on cheating, recommendations for being honesty, prohibition on using mobile phones while studying at school, and trainings students to shake hands when meeting teachers. It is also giving rewards for students who obey the rules appropriately, and giving punishment for those who violate the rules by system of points. Schools make daily targets for the character values to be developed, the rules are socialized to students through various media, such as informing during orientation program of new students, posts on class

magazine wall, reading student appointments every morning, assembling every morning, etc.

D. Fostering Character Values through Special Program

There is 73, 3% of the respondents stating that fostering character values at school is done through special program involving extern parties.

E. Is fostering the character values done through special program held at school by involving extern parties?

The special program is in the form of a 5 S (smile, greetings, greetings, polite, courtesy) program, an honest canteen, using various media such as literacy, stories, stories or tales, creating student development journals and holding teacher work meetings to create value-fostering programs of character values. External parties are involved in extracurricular activities to develop students' interest and creativity, religious guidance, scouting activities, training or seminars related to the development of character values such as the theme of leadership and motivation, coaching conducted by supervisors, social service activities, commemoration of public holidays, taking care of oneself and the environment by involving community health centers and doctors, and sharing sessions with alumni. Another special program is done by peer tutoring conducted by 76.7% of the school respondents. Most of the activities are in the forms of Islamic Personal Development Program, mentoring and empowering student council as a role model. Then, there are also program for female students, mabit (night event to improve faith and taqwa), wirid, ROSI (chat room for inclusive students), halaqoh tarbiyah, and Rohis. Another method used is involving or collaboration with parents. This is done by socializing school programs to parents, inputting into agreements with parents to support school programs, making associations in Whatsapp groups, parenting programs and routine recitation for parents, helping to remind children at home, parent monitoring on their children based on books prepared by school, communicating with parents through various media, as well as home visits for certain cases. Based on the data obtained, there is 90% of the school program involving parents in fostering students' characters, but parents' involvement in responding the program is still about 50%.

3. Obstacles and Challenges, as Well as Solution in Charecter Education Implementation in Secondary Education Level

Implementing education is certainly not an easy issue, since many things must be done consistently by cooperating with various parties. Based on the data

obtained, the emerging obstacles in the implementation of character education are students avoiding teachers, students' different abilities in understanding character values, different backgrounds of educators and students' culture (diversity), inconsistencies between parents' parenting way, environmental and community conditions with patterns applied by teachers in schools. For this reason, it is greatly necessary for solutions in order to overcome these obstacles. The solutions taken are by approaching and working with parents, holding meetings with parents, strengthening each week, continuing socialization, providing special guidance or guidance to certain students, and using a religious approach. It can be concluded that the implementation of character education appropriately and smoothly requires cooperation by all parties, ranging from supports given by parents, commitment by schools, regular meetings between parents and teachers, consistency and cohesiveness of all school members, and improving supporting facilities and infrastructure at school.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the data analysis, then it can be concluded the following issues:

1. Respondents of this study, namely junior high school teachers in Jabodetabek, mostly understand the definition of character as the values that are accustomed, so that these values can be attached within and develop into a personality which is then presented in everyday behavior, attitudes, and morals.
2. There are 9 (50%) character values according to the Ministry of Education and Culture that are fostered at school where the respondents teach, namely: religious values, discipline, honesty, independence, ethics / manners that can describe friendly / communicative values, as well as social care values of tolerance, fond of reading, and love the motherland. A very dominant value is fostering religious values. But, there are still 9 other character values yet implemented maximally, namely: hard work, creative, democratic, curiosity, national spirit, respect for achievement, peace, environmental care, and responsibility.
3. There is 76.7% of the respondents inputting character value fostering into the curriculum, the remaining of 23.3% is not. The most dominant way to do this is through internalization in each lesson conducted by 16.67% of the respondents, then by fostering characters and changing student behavior into good ones which is done by 6.67% of the respondents. There are other ways done by 3.3% of the respondents, namely by doing meaningful learning, educating students to

become individuals who can practice their knowledge in order to achieve the goals of character building, growth and development in accordance with the rules and norms.

4. Other ways for schools to implement character education are through school regulations and conducting special programs involving internal parties such as peer tutoring, mentoring, or programs involving external parties such as Islamic Personal Development, extracurricular activities, scouts, leadership training, Mabit, and others.
5. It is greatly necessary for parental involvement in fostering character values for students. The school has conducted various activities such as parenting, opening communication media, routine recitation for parents, home visits and others. But, there is still about 50% of parents who respond to these activities.
6. The obstacles in the implementation of character education are students avoiding teachers, students' different abilities in understanding character values, different educational backgrounds and culture of students (diversity), inconsistencies between parenting patterns of parents, environmental conditions and society with patterns that are applied by teachers in schools.
7. The solutions done by the school are by approaching and working with parents through meetings with parents, doing reinforcement every week for students, continuous socialization, providing special guidance or guidance to certain students, and using a religious approach.

RECOMMENDATIONS

The recommendations given in this research are as follow:

1. Future studies are expected to add other qualitative methods such as observation and interview methods in order to obtain deeper data.
2. For the school party, it can develop and habituate all character values, so students can internalize the values appropriately which will be taken in the following period.
3. The school is expected to develop various methods and media as an effort to implement character education to students, both through the curriculum, extracurricular activities, or other non-formal activities by involving external parties.
4. Parents of the students are expected to be more active in collaborating with the school in order to have ability to implement consistent character education so that it can attach as students' personality.

ACKNOWLEDGMENT

- The author gratefully acknowledges use of the services and facilities of the International Seminar Grant at the Al Azhar Indonesia University, funded by Research and Public Service of Al-Azhar Indonesia University (LP2M UAI).
- The author thanks to the NICE foundation that supported by NAMA Foundation, which provided full funding for this research project.

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