

CHARACTER EDUCATION INTEGRATION IN SOCIAL STUDIES LEARNING

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ABSTRACT

Recently many violent and moral degradations occurred in Indonesia have affected most of the youth. The moral degradation symptoms are indicated by the increase of drug abuse, free sex, crime, violent act, and many other disrespectful behaviors. The source of this multidimensional crisis and the nation's downturn is the identity crisis and the failure in developing the nation's character education. The IPS (the social studies) lesson is, in fact, aimed at improving the personal, social, and intellectual competences. Therefore, it is the time to integrate the character education with the school's lessons, particularly in the social studies or IPS in the level of junior high school. In this case, the lesson is expected to be a tool and opportunity for students to develop various good characteristics such as religious, honest, integrited, tolerant, discipline, independent, hard worker, creative, patriotic, and friendly qualities.

Key words: *integrity, character education, IPS learning.*

Introduction

Education is a fundamental aspect of life for the nation's development. The Law No.20 year 2003 about National Education System (2007:8) explains that the national education functions as the abilities developer and the creator of the national characteristic and civilization, in dignity to improve the intellectual life of the nation, with the purpose is to develop students to the whole being human who have faith and believe in God, noble, healthy, intelligent, competent, creative, independent, responsible as well as to be the good citizen in a democratic nation.

This formula of education goal is very ideal and comprehensive. The purpose is to provide spirit and motivation for every human components associated to the efforts in reaching the ideal goal. However, according to the historical experience, the implementation of education as the nation's educator has not been achieved as it is expected. In the community there are still various imbalances in moral, social, economic, politic, and national identity. These are the problems faced in Indonesia today. It means that our education has not improved the Indonesian people as expected (Nur Rokhman, Nurhadi, dan Muhsinatun S, 2006 : 116).

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The current moral degradation has occurred to most of our youth. The moral degradation symptoms are indicated by the increase of drugs abuse problems, free sex, crime, violent action, and various immoral behaviors (Maward Lubis, 2009:v). On the other side, many of our youth have failed to show the proper behavior as expected by the parents. Politeness, friendliness, solidarity, humble, helpfulness, and various more which have been our nation's identity for centuries are not completely comprehended by the youth (Ki Supriyoko, 2003 : 3).

It explains that the Indonesia education is more cognitive or academic oriented ignoring the moral education (Suyanto, 200:153). Even in this context, our students achievement are not as expected, compared to other countries. This situation also occurs in IPS (the social studies) lesson. The education and learning activities for social study subjects tend to only accumulate various facts; it is criticized as the recitation subject and tends to be more cognitive. The curriculum for social studies has been centralized, the content is overloaded and imbalance. It is caused by the various separated social studies subjects to be learned by the students. As the result, this separated social studies subjects are inapplicable and meaningless in life. In fact, human life is a system, which each aspect is related to one another (Nur Rokhman, Nurhadi, dan Muhsinatun S, 2006 : 116-117).

This problem, of course, does not conform to the meaning and goal of social studies lesson. The education and learning goal of social studies is not only academic but also exploring values, developing abilities to solve social problems, constructing events, moral education, independence, responsibility, discipline, and entrepreneurship (Nur Rokhman, Nurhadi, dan Muhsinatun, 2006 : 117).

In the education implementation at school, which involved teachers as the educator and students who learn, the goal is implemented in the teaching and learning interaction. In this implementation, the teacher should be aware to plan the teaching activities systematically and based on a set of rules and education plan in the form of curriculum. The curriculum should be continuously improved to increase the education quality and is oriented to the national education development. However, this has not been well implemented. One of the Indonesian education weaknesses is the learning process.

Based on the field observation, the current learning process at school does not develop the students' creativity, particularly in the social studies (IPS). Many educators are still implementing the conventional method in the learning process in class, resulted in an uninteresting learning process and dominated by the teacher. The learning process implemented by most educators today is only aiming to conclude the curriculum materials, more to memorizing than understanding the concept. This can be seen in the learning process in the class which is always dominated by teachers. In conveying the materials, the teacher is usually using the lecturing method, which the students needs only to sit, take note, and listen to what the teacher says, and there is a little chance for the students to ask. Therefore, the learning condition is not conducive, and student tend to be passive.

The school learning process policy facts implemented by teachers or school, including the IPS (social studies) learning in Junior High School (SMP) based on the KTSP curriculum of both the process and the learning evaluation, tend to be more about the cognitive aspect than the affective or the psychomotor aspect. In fact, based on a study in Harvard University, United State of America (Ali Ibrahim Akbar, 200), a person success does not depend only on knowledge and technical skill (hard skills), but more in the skill of self-management and others (soft skills). The study reveals that success is 20 percent hard skill and 80 percent soft skill. In fact, many successful people in the world achieved their success mostly by their soft skill abilities rather than their hard skills. This fact explains that character education is very important for students. <http://akhmadsudrajat.wordpress.com/2010/08/20/pendidikan-karakter-di-smp/diunduh>, 15 April 2011.

The IPS education has an important role in developing the nation's character. The reason is that the IPS learning is similar to the value education or the character education whose goal is to develop the student to be a good citizen, aware of various social problems and its environment, and very patriotic. Thus, this is the time and it is important to implement the character education in IPS (Social Studies) learning.

Character Education

1. Introduction

Character has a literal meaning of mental and moral quality, the power of moral, name, or reputation" (Furqon Hidayatuulah, 2010 : 9). The root of the word character can be traced from the Latin "kharassein" which means "tools for marketing", «to engrave», and «pointed stake». The word mostly use (again) in the French word of *caractere* on the 14th century which is adopted by English as *character* and the Indonesian is *karakter* (Andrias Harefa, 2009). According to complete dictionary Bahasa Indonesia, written by Poerwadarminta, *karakter* can be defined as nature; psychological traits; moral or manner that differentiates a person from another. Character is a way of thinking and behavior of each individual to live and cooperate in the environment of family, society, nation and country. An individual with a good character is the individual who can make a decision and ready to take responsibility of the decision results (Suyanto, 2010).

There are three focuses of character education. First, the character education focuses on teaching values. Second, it focuses on the clarification value. And the last, it focuses on the Kohlberg's moral development. The character education which focuses on the teaching value mainly includes special values content, as well as various moral qualities such as honesty, generosity, and others to be learned and understood by the students. The clarification value mainly includes the moral identification and value selection. And the moral character development is to reflect the value acceptance and motivation, and other relatively stable individual aspect which may direct the individual action. The first focus

is about intellectual, the second focus is about conduct, whose priority is on understanding, value development and selection, while the third focus is about the interval motivation development in developing values in accordance with the individual moral development.

Character education is a system to develop the students' character values which include the component of knowledge, awareness or willingness, and action to be implemented into religion, self, common people, environment, and nation as a complete human. In the implementation of the character education at schools, every stakeholder of learning must be involved in the process, including the education components, which are the curriculum, learning and evaluation process, relationship quality, lesson handling or management, school management, co-curricular activities implementation, facilities using, funding, and performance of any and all school's component.

Character education is a plus moral education, which include the cognitive, emotion, and action aspects. According to Lickona (2000), without these three aspects, the character education would not be effective. With a systematical and continuous character education, a student would be emotionally intelligent. This emotional intelligent is the important foundation for the student's future, therefore the student will be more successful in facing every life challenge, including the academic challenge. There are nine fundamental characters based on the universal noble values: the first is the character of loving God and all of God's creation, second is independence and responsibility, the third is honesty and diplomacy, fourth is respect fullness and politeness, the fifth is generosity and helpfulness, the sixth is confidence and hard working quality, the seventh is leadership and fairness, the eighth is good manner and humble, and the ninth is tolerance, peace and unity (Suyanto <http://www.mandikdasmn.depdiknas.go.id/web/pages/urgensi.html>,)

These nine fundamental characters are systematically teach in a holistic education model using the method of *knowing the good, feeling the good, and acting the good*. *Knowing the good* is easy to be taught because it is only about the cognitive knowledge. After the *knowing the good* we have to grow the feeling of loving the good, that is how to feel and love the good deeds as an engine that make people always wanted to do the good. As the result, it will develop awareness that a person is willing to do the good because that person loves the good manner. After getting used to do the good things, then acting the good will be a habit.

Based on the grand design developed by the National Education Ministry (2010), psychologically and social-culturally the character development in an individual will function all human potentials (cognitive, affective, conative, and psycho-motoric) in the context of social cultural interaction (in family, school, and society) that last forever. In the context of the psychological and social cultural process, the character configuration may be divided into: spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creative development as shown in the picture below.

Intellectual Development smart	Spiritual and emotional development Honest, responsible
Physical and kinesthetic development Clean, healthy, attractive	Affective and creativ development Caring and creative

2. The Character Education Principals in Schools

Thomas Lickona, an education professor in Cortland University (1991) wrote a book entitled *Eleven Principles Of Effective Character Education* that discusses of how to implement the character education in school, quoted from various educations experts. The principles that contribute to the success of character education in schools are as follows:

- a. The character education has to include values to develop good character;
- b. Character must completely be defined, including the thinking, feeling, and action aspects.
- c. The effective character education needs comprehensive approachies and focus on the teacher aspect as the role model; school discipline, curriculum, learning process, class and school management. The character material should be integrated in all classes' life aspects. The school must cooperate effectively with the students parents and the neighborhood community.
- d. School must become a model for the "peaceful and harmonious society". School is a miniature of how the society is supposed to be, where people are respecting each other, responsible, caring and fair to each other. This can be done through various ways mentioned in the character education guidance books.
- e. To develop character, the students need chances to practice how to act in good morals. For example, when there is an honesty shop at school where student will pay what they have bought honesly and put the money in the box available. Thus, during the test, they will be honest and not cheat, they also may donate some of their money for social purposes.
- f. The effective character education must include a curriculum material meaningful for their life or life skill competence, thus the student will be able to face and solve the problem of life.
- g. The character education must generate the students' internal motivation, such as the motivation to admit their mistake if they did something negative. It might also elicit the students' empathy, so they will be touched toward others' difficulties.
- h. There must be a regular evaluation that evaluates the success of the character education in school. School must have the success standard of character education, which includes the aspect of the teachers/staff's development as

the character educator and the students' character development. The role of the teacher/ staff as the person of character models is very crucial for the succeeding the character education in school. (Diasulisti, :<http://id.shvoong.com/social-sciences/education/2187525-prinsip-prinsip-pendidikan-karakter>)

IPS (Social Studies) Learning

Historically, the term IPS for the subject of social studies in Indonesia has been known since 1970s as the result of the academic community agreement and formally use in the national education system on the 1975 curriculum. In the curriculum document, IPS is a lesson given to the elementary and junior high school students. IPS is an integrated lesson of history, geography, and economy, and other social studies lessons (Sapriya, 2009:7). The term IPS is similar to IPA (science) which is the integrated lesson of biology, chemical, and physics.

The IPS lesson's development, which is based on the social studies (in the United State of America), is adjusted to the situation of Indonesia, particularly the purpose, material, and management. Because it is the simpler kind of social studies, in Indonesia IPS is the lesson learned in the level of elementary school and high school. Meanwhile, for the senior high school and university students, the social studies are learned according to its branches.

Social Studies is an education program which materials taken from various disciplines of social studies and humanity (education knowledge and history). These materials are organized and presented scientifically and physiologically for the purpose of education based on Pancasila and Indonesian Culture (Nu'man Somantri, 2001: 92). IPS is an integrated lesson of various social studies branches and humanities, such as sociology, history, geography, economy, politic, law, and culture. IPS is formulated upon the social reality and phenomenon that created a interdisciplinary approach of various social studies aspects and branches. IPS is a part of school curriculum that include lessons of sociology, history, geography, economy, politic, anthropology, philosophy, and social psychology (Depdiknas, 2006:4). In other word, IPS is a study of a combination of various social studiess and humanities to generate social actors that will participate in various socio-nation problems. This is also the study of events, facts, concepts, and generalizations associated with the actual issues, symptoms, and problems or social realities and local potentials.

At the *Forum of KFPIPS-IKIP* and the IPS Department of FKIS/STKIP Leaders Communication Forum in Yogyakarta 1991, it was agreed that IPS education material is selected and adapted from various material of social and humanities science. These materials are organized and presented in a scientific-pedagogically and physiologically for the purpose of education. Further, the Law No. 20 year 2003 about the National Education System has explained that IPS is

a compulsory study for the elementary and high school education curriculum that include the earth science, history, economy, health and others for the purpose of developing knowledge, understanding, and analytical skill of the students towards the society social condition (explanation of article 37)

Based on the above explanation, it can be concluded that IPS (the social studies) is : 1) a lesson taught to the Elementary school students and Junior High school students, 2) studying the human life in the community, 3) a lesson which materials are from the social studies discipline.

Social Studies as an education program does not only present knowledge concepts, but also, which is the most important part, educate the students to be the citizen and society member who know their right and obligations, as well as having a wide responsibility and collective welfare. The purpose of social studies is preparing the students to be good citizens based on Pancasila and UUD 1945, which focus on the development of individuals who are aware of every problem in the environment, human as well as nature environment, as an individual or society member. Moreover, it is expected to generate individuals to have critical and creative thinking, and be able to conserve and develop our nation's cultural values. The social studies lesson purpose is to improve the students' potentials for a better sensitivity of social problems in the society, to have a positive mental attitude towards any unbalance event, and be able to handle daily problems happened to themselves or to the society (Sumaatmadja, 1984: 20).

As a knowledge, social studies coverage can be seen from its purposes. IPS has five purposes:

- 1) social studies lesson prepares the students to advance their study in the field of Social Studies in the university. Particularly for the subjects of: history, geography, economy, and cultural anthropology that must be presented separately, on their own subject.
- 2) social studies educates people about the good citizenship. The lesson is taught in the cultural context based on the proper science and psychology.
- 3) social studies is basically a compromise of the above point 1 and 2. This is what we found in the IPS definition as "a simplification and sorting of social studies, whose presentation at school is adjusted with the teacher's skill and students' learning ability.
- 4) social studies studies the closed area or the problem that may not be spoken in public. The material includes various knowledge of economy, politics, socialy, and culture. Through the fields, students are trained to think democratically.
- 5) According to the special guidance of social studies, the purposes of the lesson are: 1) to develop Indonesia citizens based on the Pancasila and UUD1945 values, and 2) to develop a rational social attitude in life (Aziz Wahab, et.al., 2009: 1.7 – 1.8)

In a more specific way, Sapriya (2009: 201) has explained that the purposes of IPS lesson in the junior high school (SMP/MTs) are as follows: 1) to know all concepts associated with the community life and its environment,

2) to develop their basic skill to think logically and critically, to have curiosity, to solve problems, and to have the skill to live in the social life, 3) to have commitment and awareness towards social values and humanity, 4) to have the ability in communication, working together, and having competence in the multi society in local, national, and global level. It can be concluded that generally the competence and purpose of social studies learning is to introduce, guide, and develop the students' potential (1) to be a good citizen (and also the citizen of the world); (2) to develop the skill in critical thinking yet thoughtfully to understand, act, and be involved in solving the social problem; and (3) to build commitment towards human values and respect as well as to make contribution in developing the Indonesian noble values and cultures.

What are the criteria and who are good citizen and citizen of the world, who can think critically and wisely toward the social problems and has commitment toward human values and the nation's culture development? According to Sadirman (2010) they are the citizens (and the citizen of the world) who have faith and believe in God, are faithful to basic philosophy and ideology of Pancasila, are discipline in obeying any and all law and values, are fulfilling obligation as a citizen; respect and are able to work together with another citizen; contribute in developing the feeling of unity; are democratic and responsible; are independent and tolerant as well as understand the feeling of every citizen, nation, religion, and culture; and are using their right properly. They are trained to be wise, polite, and not emotional in understanding acting, and contributing in solving various society social problems. They are expected to have a social sensitivity and empathy, and they are also trained to be able to make decision that will result in a social stability.

Therefore, the function of social studies lesson is to give information about anything related to human life and their environment to the students. According to the IPS Curriculum of 2006, the function of social studies lesson is to develop the social knowledge, value, and behavior, skill of the students to be reflected in the life of Indonesia society, nation, and country.

Character Education Integration in the Social Studies Lesson

As explained earlier that IPS lesson is associated to the character education. The following are the description of the IPS lesson relation with values that can be developed for the nation's culture and character education.

Below will be shown the Competence Standard, Basic Competence, Value, and Indicator table of the junior high school's (SMP) IPS Lesson. Each Basic Competence may develop one or more value and each value has one or more indicators that will be explained in the table below. Teacher may use the below table as an example to plan the value development in developing the syllabus for an academic year or semester. Teachers are allowed to freely add, decrease, or develop their own indicator to be used.

LESSON	GRADE		
	1 – 3	4 – 6	7 – 9
social studies	<ul style="list-style-type: none"> • Religious • Tolerant • Hardworking • Creative • Friendly/ communicative • Care • harmonious (unity) • Self awareness • Respect • Happy • Modest 	<ul style="list-style-type: none"> • Religious • Tolerant • Discipline • Creative • Democratic • Curious • Nationality spirit • Appreciati • Friendly • Fond of reading • Environment care 	<ul style="list-style-type: none"> • <i>Religious</i> • <i>Honest</i> • <i>Tolerant</i> • <i>Discipline</i> • <i>Hardworking</i> • <i>Creative</i> • <i>Independent</i> • <i>Curious</i> • <i>Patriotism</i> • <i>Appreciati</i> • <i>Friendly</i> • <i>Fond of reading</i> • <i>Social care</i> • <i>Environment care</i>

The Competence Standard/Basic Competence, Value, and Indicator of IPS Lesson in Junior High School

Lesson	Competence Standard	Basic Competence	Value	Indicator
				7 – 9
IPS (<i>Ilmu Pengetahuan Sosial/Social Studies</i>)	Understanding the social deviation problems.	Identification as an effort to avoid social deviation in the family and society.	Critical	Showing awareness of the society illness' negative effect (alcohol, drugs, gambling, free sex, prostitution, etc.) as the result of social deviation happened in the family and society.
			Discipline	Showing awareness and avoiding any behavior that tends to the social pathology to the surrounding environment.
			Social care	Showing attitude that avoiding any behavior containing social illness, self destruction, and trouble to the society.
			Curiosity	Looking for information from various resources about efforts to handle and prevent the social illness caused by behavioral deviation.
	Understanding the economy actors' activities in the society.	Identify the market form in the society and economy activities.	Curiosity	Finding example in the family or society daily activities about the relation of the rare resources and the unlimited human needs.
			Creative	Showing certain character through familiarizing themselves to make daily priority to handle limitation of fulfilling human needs.
			Honest	Explaining the differences of shopping in a modern market and traditional market, according to the experienced facts.

Understanding the preparation efforts of Independence	Describing events surrounding Independence Proclamation and the creation process of the Unity of the Republic of Indonesia.	Fond of reading	Looking information of reading resources about the BPUPKI and PPKI roles in independence preparation and formulation of an independence nation's attributes.
		Patriotism	Showing respects to the hard work and team work in solving diversity and reaching agreement during the BPUPKI or PPKI council for the independence of Indonesia. Modeling BPUPKI and PPKI figures for their spirit and unity in preparing the Indonesia Independence
		Empathy	Showing empathy through also feeling the spirit that Indonesian people had when hearing that the ally had defeated Japan.
		Respecting achievement	Showing respect to the consideration diversity between the youth and the old approaching the Indonesia Independence Proclamation day as the dynamic of the history of national struggle.
Understanding Indonesian Economy Activities	Describing working class problems and the man power as the resources in the economy activities, and the government's role in the effort to solve the problems.	Fond of reading	Looking for information from reading resources about the unbalance of the labor force and the working chance.
		Curiosity	Observing the local neighborhood regarding the low working skill that has been a burden for the local government.
		Independence	Studying hard and having appropriate skill in order not to burdening family, society, and country.

(*Integrated Character Education into the material as well as learning proses (part II)* available at <http://smp2pegandon.net/2010/10/12/integrasi-pendidikan-karakter-ke-dalam-materi-dan-proses-pembelajaran-bagian-ii>. downloaded on May 15th, 2011).

Character Education Integration in IPS Learning

After understanding the association between the Character Education and IPS Learning, the next step is to integrate the Character Education in the IPS Learning, which steps are explained as follows:

- 1) Preparing the IPS Learning syllabus which includes the Character education.
- 2) Explaining the syllabus that has included the Character Education into the Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran/RPP*)
- 3) Implementing the RPP in IPS Learning. The teacher is expected to create the IPS materials which contain the character education. One of the techniques is to as the students begin with understanding the material and continue to observing values that can be generated from the materials.

- 4) The last step is evaluation. The evaluation implemented by teacher must include (a) evaluation of the IPS materials understanding (cognitive aspect) in the form of structured essay and (b) evaluation to understand the attitude and value to be developed from the IPS materials (effective aspect) in the form of replicas or Likert Scale.

Conclusion

The character education that focuses on the students' identity development to be smart and having character students needs to be forced through informal and formal education. This can be implemented in the formal education in school, particularly through the IPS lesson, because the purpose of IPS is not only about the cognitive aspect (intellectual skill) but also the affective aspect (the personal skill). In other word, the IPS learning is generally taught about attitude, value, and moral. Therefore, IPS teachers must be able to creatively plan the lesson and implement it. The most important thing in the learning process is the teacher as the role model.

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