

IMPLEMENTATION OF CHARACTER VALUES IN SOCIAL STUDIES LEARNING

Muhammad Nur

Mr., Universitas Pendidikan Indonesia, Indonesia, muhammadnur27@student.upi.edu

Abstract

This study aims to determine how the process of implementing the values of the characters on learning of Social Studies in Junior High School 18 Makassar, anything what the motivating factors and factors inhibiting the implementation of character values in the learning of Social Studies in Junior High School 18 Makassar, and the implication of the implementation of character values in the learning of Social Studies in Junior High School 18 Makassar. This type of research used in this research is descriptive qualitative, which is a process of collecting data systematically and intensively to acquire knowledge and information. So in this study, researchers observe and interact with the principal, vice-principal areas of curriculum, teacher of Social Studies and the students of the school to interview and search the data by reviewing documentation. Based on research obtained results that the application of the values of characters on learning of Social Studies in school is through policies from the principal to implement the values of characters in each learning especially those on learning of Social Studies, the efforts of teachers of Social Studies in applying the values Social Studies character in the learning process takes place that includes a three-stage process: first the planning stage, the second stage is the final stage of implementation and evaluation. A supporting factor in the implementation of the values of characters in Junior High School 18 Makassar with the availability of school facilities and infrastructure facilities that support the implementation of character values, while the inhibiting factor in the return of the student's own laziness factor.

Keywords: Implementation, Value Character, Social Studies

1. INTRODUCTION

Education is an effort taken by humans in order to gain knowledge which is then used as the basis for the act and behave. Therefore, education is a process of formation of human character. Education can also be regarded as a humatazing. In the whole process by man there is a processed education will result in attitudes and behavior that eventually became the character, personality or character. To achieve the full human dignity is not possible without going through the process of education. National education goals was the formulation of Indonesian human qualities which should be developed by each educational unit. Therefore,

the formulation of the national education goals becomes the basis for the development of cultural values and national character at school, based on Pancasila, the 1945 Constitution and the national culture of Indonesia.

Character development which is an effort embodiment of the mandate of Pancasila and the 1945 Constitution was motivated by the reality of the problems of nationality developed at this time, such as disorientation and not values of Pancasila limitations of the policy tools integrated in realizing the values of Pancasila, the shifting value of ethics in the life of the nation, waning awareness of the cultural values of the nation's threat of disintegration and weakening of the independence of the nation. To support the realization of the ideals of character development, as mandated in the Pancasila and the 1945 Constitution as well as overcome the problems of nationality today, the government designated the character development as one of the priority programs of national development. (Kemdikbud Pusurbuk, 2011-1). "Character education is placed as the basis to realize the national development vision, which is" to create a society that has high morals, ethics, culture, and based on the philosophy of Pancasila".

Indonesian nation is currently faced with a crisis of character which is quite worrying. Demoralization began to spread to the world of education that never gives mainstream to behave honestly, because the learning process tends to teach moral and character education limited to text and less prepared for students to address and confront the contradictory life. In fact, the birth of the phenomenon of corruption also originated from the failure of education in the run the functions, is characterized by its reduced symptoms of morality and conscience of the majority of academics. Much evidence suggests high rate of leakage in the relevant institutions, values by teachers, plagiarism theses manuscripts and theses, the cultural proliferation of cheating the students, teaching time corruption, and so on. On the other hand, Indonesian educational practice tends to focus on the development of the cognitive aspects while the soft aspect of skills or non-academic as the main element of character education is not considered optimal and even tend to be ignored. Nowadays there is a tendency that the academic targets remains a primary goal of the study results, as well as the National Examination, so that the process of character education is difficult. (Raka, 2006: 5). Therefore reorientation of education that focuses solely on the character development is a necessity to build a national character, but this orientation requires considerable time and must be done on an ongoing basis.

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At this time the Indonesian government unceasingly to make efforts to improve the quality of education in Indonesia, but not all of them successful, mainly produce Indonesian human character. One of the efforts to realize education as above, the learners must be provided with special education that brings the vision of the core mission of the development character / noble character and there should be efforts to make those values back into the character proud in the face of other nations. Muslich, (2011: 30) argues that "character education in schools is needed, although basic education is a character in the family". Pengembangan character education can be through a variety of methods, such as school education for character education in schools is a vital requirement in order that the next generation can be equipped with the basic skills that are not only capable of making life- long learners as one of the important characters to life in a global information age, but also capable of a positive role in the self, as family members, as citizens, as well as citizens of the world. Character education and guidance can be applied in all subjects one of which is the subject of Social Sciences. Social Sciences was given subjects ranging from elementary school to junior high school examines a set of events, facts, concepts, and generalizations relating to social issues. At the level of the First Middle School of Science Sosialmemuat subject matter of geography sociology, history, geography, economics. Through social studies, the students are directed to be able to become a citizen of Indonesia that is democratic, and responsible, as well as citizens of the world who love peace.

In the implementation of character education should not stand alone but integration with existing lessons by incorporating the values of the character of the Indonesian nation. National character education can begin by applying good habits to students based on high moral values and habituation in accordance with the national character. The students should be emphasized in the educational process so that the identity or character of

the nation is not lost. The study aims to determine how the application of character values in teaching social science, what are the factors supporting and inhibiting factors, and how implications for students from the implementation of character values in teaching social studies.

2. VALUE OF CHARACTER, SOCIAL STUDIES LEARNING

2.1 Character Values

Muslich (2011: 67) argues "character education, instead of being called character education, as the educational value of human morality are recognized and carried into action". In a scientific dictionary meaning the character has in common with the word "character" which means disposition, habits and character, while the word itself has a meaning as a character trait that affects the human mind all thoughts and behavior, manners. It could mean that the character associated with moral strength, which is worth a "positive and not neutral. Puskurbuk Kemdikbud, (2010: 4) explains:

"The character itself is a person's personality are formed from the internalisation of the various virtues (virtues) are believed and used as the basis for perspective, think, act, and act. Virtue consists of a number of values, morals, and norms, such as honesty, courage to act, trustworthy, and respectful to others. Interaction person with another person to grow the community character and national character. Therefore, the development of the nation's character can only be done through the development of individual character of a person. However, for people living in a particular social environment, the development of individual character of a person can only be done in a social environment that is innovative. That is, development of national character can only be done in an educational process that does not release students from an environmental, social and cultural nation is Pancasila; so the national character education should be based on the values of Pancasila ".

In line with Sahabuddin, (2007: 163) argues that "Pancasila is a filter to the values that can be accepted by Indonesian citizens wherever they are". Education is one of the conscious and systematic effort in developing the potential of learners. Education is also a social and national efforts in preparing the younger generation for the sustainability of the nation's public life and a better future. Continuity was marked by a succession of characters that have been owned by the community and the nation. Therefore, education is the process of inheritance character of the nation for the younger generation and also the process of development of culture and national character to improve the quality of life of peoples and nations in the future. Pusbuskurbuk Kemndikbud, (2010: 4) explained:

"In the process of the nation's culture and character education, actively learners develop her potential, the process of internalization, and appreciation of the values into their personality in the mix in society, improve people's lives more prosperous and develop a dignified life of the nation".

Character education is done in order to achieve the objectives of the national education for developing students' potentials to become a man of faith and devoted to God Almighty, noble character, healthy, knowledgeable, skilled, creative, independent, and become citizens who domokratis and responsible , In Puskurbuk Kemdikbud, (2010: 7) The purpose of the nation's culture and character education are:

- Developing the potential of the heart / conscience / affective learners as human beings and citizens who have cultural values and national character;
- Develop habits and behaviors learners are commendable and in line with universal values and cultural traditions of religious nation;
- Instilling leadership and responsibility of learners as the future generation;
- Developing human ability learners become independent, creative, resourceful nationality; and
- Developing school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and full strength (dignity).

Puskurbuk Kemdikbud, (2010: 7-8) described the values developed in the nation's culture and character education are identified from the following sources:

- **Religion:** Indonesian society is religious society. Therefore, the lives of individuals, communities and nations is always based on religious teachings and beliefs. Politically, the state life is also based on values derived from religion. On the basis of these considerations, the values of the culture and character of the nation's education should be based on the values and norms that come from religion.

- **Pancasila:** Unitary Republic of Indonesia is established on the principles of nationhood and statehood called Pancasila. Pancasila contained in the 1945 Constitution and further elaborated in the articles contained in the 1945 Constitution means, the values of Pancasila into the values that govern political, legal, economic, social, cultural, and art. Culture and national character education aimed at preparing students to become better citizens, that citizens have the ability, willingness, and apply the Pancasila values in life as a citizen.
- **Culture:** as a truth that no man is living in a society that is not based on cultural values recognized that society. The cultural values as basis for giving meaning to the concept and meaning in communication among the community. Such culturally important position in public life requires that culture becomes a source of value in the nation's culture and character education.
- **Goals of national education:** as a definition of quality that should be owned by every citizen of Indonesia, developed by various educational units at various levels and paths. National education goals includes a variety of human values that must be owned by Indonesian citizens. Therefore, the purpose of national education is the most operational resources in the development of the nation's culture and character education.

Education culture and national character as described Pusurbuk Kemdikbud, (2010: 9-10) as follows:

Table 1 National Character Education

VALUE	DESCRIPTION
1. Religious	Attitudes and behaviors are obedient in carrying out the teachings of religion, the practice of religion tolerant of others, and live in harmony with other faiths.
2. Honest	Behavior based on an attempt to make himself as a person who always trustworthy in word, action, and employment.
3. Tolerance	Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4. Discipline	Measures indicating orderly behavior and comply with various rules and regulations.
5. Work Hard	Behaviors that indicate an earnest effort to overcome various barriers to learning and assignments, as well as completing the task as well as possible.
6. Creative	Thinking and doing something to generate new way or the result of something that has been held.
7. Independent	Attitudes and behaviors that are not easily dependent on others to complete tasks.
8. Democratic	How to think, behave and act the same rights and obligations judging himself and others.
9. Curiosity	Attitudes and actions are always working to find more depth and breadth of something that is learned, seen, and heard.
10. National Spirit	This way of thinking, acting, and insight that puts the interests of the nation above personal interest and his group.
11. Love the country	Way of thinking, being, and doing who demonstrate loyalty, care, and a high appreciation of language, physical and social environment, culture, economy, and politics.
12. Rewarding Achievement	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
13. Friendly	Actions that show a sense of fun to talk, hang out, and cooperate with others.

14. Love Peace	Attitudes, words, and actions that cause others to feel happy and secure on the presence of himself.
15. Joy of Reading	Habits take time to read the various readings are on virtue for him.
16. Environmental Care	Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred.
17. Social Care	Attitudes and actions always wanted to help other people and communities in need.
18. Responsibility	Attitude and behavior of people to carry out their duties and obligations, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty.

2.2 Social Studies

Pangewa, (2010: 124) suggests "Social studies is the science of man in his environment, which is studying the activities of human life in groups called community using various disciplines of social science, it looks like: sociology, geography, economics, history, anthropology, psychology social and so on, even in the humanities as well as faulty science. "

In line with Puskurbuk, Ministry of Indonesia National Education (2006: 7) explains that the Social Sciences is an integration of various branches of the social sciences such as sociology, history, geography, economics, politics, law, and culture. Social Sciences formulated on the basis of reality and social phenomenon that embodies the interdisciplinary approach of aspects and branches of the social sciences (sociology, history, geography, economics, politics, law, and culture). Social science or social studies that are part of the school curriculum content of the material derived from the branches of the social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.

Puskurbuk Kemdikbud, (2006: 8) explains that the characteristics of Social Sciences Subjects are as follows:

1. Social Sciences is a combination of the elements of geography, history, economics, law and politics, civics, sociology, and even the humanities, education and religion (Numan Soemantri, 2001).
2. Competence Standard and Basic Competence Social Sciences comes from the structure of knowledge of geography, history, economics, and sociology, are packaged such that the subject or topic (theme) specific.
3. Competence Standard and Basic Competence Social Sciences also involves a variety of social issues that are formulated with interdisciplinary and multidisciplinary approach.
4. Competence Standard and Basic Competence may involve events and changes in people's lives by the principle of causality, cantonal, adaptation and environmental management, structures, processes and social problems as well as efforts on the struggle of living in order to survive as fulfillment, power, justice and security (Daldjoeni , 1981).
5. Competence Standard and Basic Competence Social Sciences uses three dimensions in analyzing and understanding social phenomena and human life as a whole. These three dimensions are shown in the following table.

3. RESULTS

This type of research used in this research is descriptive qualitative, which is a process of collecting data systematically and intensively to acquire knowledge and information. So in this study, researchers observe and interact with the principal, vice-principal of curriculum areas, a social studies teacher and students in schools with interviews and search for data by reviewing documentation. This research was conducted at Junior High School 18 Makassar. Implementation of the values karater on learning of Social Sciences this is the initial stage of forming the character of junior high school students 18 Makassar will be evaluated and will be improvements in learning when there is a lack therein. Teachers have implemented character values

through the subject matter of these values are listed in the syllabus and lesson plans, through discussion the students of Junior High School 18 Makassar able to be responsible with his duties, frequently asked questions and other sebagainya. From there the teacher can conclude that the values of these characters bring a positive response for the students. Teachers' efforts to apply the values of character through the subject matter is supported by, Pusurbuk Kemdikbud, (2010: 18) explained that "educational value of the nation character integrated in every subject from each subject. Those values included in the syllabus and lesson plans.

The development of these values in the syllabus be reached through the following ways ": through discussion the students of Junior High School 18 Makassar able to be responsible with his duties, frequently asked questions and other. From there the teacher can conclude that the values of these characters bring a positive response for the students. Social sciences teachers' efforts to apply the values of character through the subject matter is supported by, Pusurbuk Kemdikbud, (2010: 18) explained that "educational value of the nation character integrated in every subject from each subject. Those values included in the syllabus and lesson plans. The development of these values in the syllabus be reached through the following ways ": through discussion the students of Junior High School 18 Makassar able to be responsible with his duties, frequently asked questions and other. From there the teacher can conclude that the values of these characters bring a positive response for the students. Social Sciences teachers' efforts to apply the values of character through the subject matter is supported by, Pusurbuk Kemdikbud, (2010: 18) explained that "cultural and educational value of the nation character integrated in every subject from each subject.

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- Assess Competency Standards (SK) and the Basic Competency (KD) on the Content Standards (SI) to determine whether the values of the culture and character of the people listed were already covered in it;
- Using Table 1 shows the relationship between SK and KD with a value and an indicator to determine the value of which will be developed;
- Values and national character in Table 1 it into the syllabus;
- To embody the values already stated in the syllabus into the Learning Implementation Plan;

Develop the learning process of students actively enabling participants opportunity to internalize the values and show it in appropriate behavior; Application of character values in social studies learning enriched by applying the methods of student-centered learning. Thus, the study is expected to be operating effectively, efficiently, fun, and can motivate. Stages in learning include:

➤ Plan

Lesson Planning is a way or attempt satisfying to make the activities can be run well, as a precaution in selecting activities, establish, develop learning methods, learning, deliver learning content, and arranging interaction learning resources so that these activities achieve the goals set , In general, the planning process includes teaching syllabus and lesson plan (RPP), which contains at least the purpose of learning, teaching materials, teaching methods, learning resources and assessment of learning outcomes. Learning Implementation Plan (RPP) is a plan that describes procedures and learning management to achieve one or more of the basic competencies specified in the standard content and is described in the syllabus.

➤ Implementation

This stage is the stage of implementation or application phase for the design drawn up plans for teachers. The essence of the stage is the implementation of the operational activities of learning itself. In tahap ini, teacher interaction and learning through the implementation of various strategies, methods, and techniques of learning, as well as the use of the media. In the practical implementation of character

values in the learning of Social Sciences, Master of Social Sciences has conducted the study in accordance with the plan that was created earlier. Thus, in the implementation of learning, can be run in accordance with the design and running properly. Master of Social Sciences stressed appersepsi and motivation, using some of the methods varied. For example, discussions, lectures so,

➤ Evaluation

Evaluation is the process of assessment of the progress, growth, and development of learners for educational purposes. Character education as a process of interaction of students with the educational environment will be difficult to know if the success rate is not associated with the evaluation of the results. Does the student already has a character "love the environment" or not, requires an evaluation. Some of the above stage in the implementation process of character values in the learning of Social Sciences visible in the Junior High School 18.

The results of the evaluation of the students of Junior High School 18 Makassar done by teachers through observation when learning takes place, the daily repetition, the repetition of the semester, and the results showed that the majority of students were able to understand the material and pass it by reaching the KKM specified. From a series of planning, implementation, and evaluation of the implementation of character values in the learning of Social Sciences conducted by teacher, is an effort to improve the quality and quantity of student learning and to realize cadres character, creative, and innovative. Supporting factors and factors inhibiting the implementation of character values in the learning of Social Sciences in Junior High School 18 Makassar character building is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values, either against the Almighty God, ourselves, others, the environment, and nationality to become man perfect man , In character education in schools, all of the components (stakeholders) should be involved, including educational components itself, namely the content of the curriculum, learning and assessment, quality of relationships, handling or management subjects, school management, the implementation of activities, empowerment of infrastructure, financing, and the work ethic of all citizens and the school environment. Character education in schools is related to the management or the school management. Management question is how character education is planned, implemented and controlled in educational activities in schools adequately. The management among others, the values need to be instilled, curriculum, learning, assessment, teachers and education personnel, and other related components. Thus the management of the school is one of the effective medium in character education in schools. At the school level, educational attainment criteria character is a culture of the school. School culture is that behavior, traditions, everyday habits, and symbols that are practiced by all citizens of the school and community around the school.

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By means of a complete school can support the implementation of value character either directly or unwitting students as well as those directly realized that can be found in the school environment. Therefore, back again to the students each how they learn and apply the values of the character. The result of this research is reinforced by Puskurbuk, (2011-63), "the provision, maintenance, and utilization of facilities and infrastructure learning and school environment is indispensable in order to build or shape the character of the students".

One of the objectives of the character education to gain direct experience of the field which will be used by students, teachers, principals and education training institutions to make changes for the better. And

changes toward better in general, determined by two factors, namely the willingness and ability. Of these two factors is much greater willingness role. The changes will not occur in people who have the will to do or achieve better results. In these circumstances such as, ability is not meaningful. Conversely people with strong willpower, but has the ability to be tried hard to improve its ability to achieve better results. The phenomenon that occurs at Junior High School 18 Makassar menunjukkan bahwa application of the values of characters in the Social Sciences learning actually implemented, and the results of the application of the values of these characters start to look even started to develop in students. And the implications of the development or application of the values of characters that can be observed by the teacher through several advances such as improved learning environment, improvement of the quality of the school environment, improvement of the quality of social relationships in school, improved student academic achievement and creativity in extracurricular activities. Implications of the application of the values of the characters on learning of Social Sciences were able to be observed by the student teachers have an indicator as follows:

1) Improvement in classroom

Students Junior High School 18 Makassar able to participate actively in the learning process, the participation of students is done by asking or giving opinions and ideas for dri be better trained in the learning process. Increased or decreased levels of honesty cheating students in the learning process and the association in the school environment.

2) Improvement of school environment

Cleanliness and beauty of an environmental school can be one indicator of the implications of the application of the values karkter on learning. Especially the cleanliness and beauty of nerupakan hasildari value of discipline, environmental awareness, responsibility and appreciation of the beauty of the surroundings. The most prominent and obvious environment that the school yard, the condition of the class, canteen and toilet. Cleanliness is not generated by the cleaners but rather the result of the students who have high discipline dispose of waste in the space provided, dare to politely remind people that lack of attention to cleanliness class, happily done some voluntary work to improve school hygiene.

3) Social relationships in school

Sosialdiantara interaction of students, teachers and principals tinged excitement and can interact polite, friendly and respectful.

4) A student's academic Perbaikanprestasi

Improvement of student achievement is also a result of the development or application of character values in school. A better performance is the result of the students more active in learning, likes to read and responsibility on all tasks assigned by the teacher.

5) Creativity in extracurricular activities

Students are generally more creative and more keen to do extra activities they are interested in, both in the arts, sports, scouts, student organizations, care for the environment. This achievement demonstrated by the increasing number of students involved in extracurricular activities and the increasing number of works produced.. This is evident in the list of educational evaluation katrakter value that has been created and observed, through observation when learning in the classroom, students discuss, question and answer and attitude of the day -day students. From there it can be concluded that the values of these characters bring a positive response for the students. And concluded that values of these characters has a positive impact not only on students but all citizens of both school principals and teachers and the school environment

4. CONCLUSION

The implementation process of character values in the learning of Social Studies in Junior High School 18 Makassar which was originally the principal gave the policy to all teachers especially those of teachers of Social Studies, for specifying the character values in the learning device provided and apply the values characters in each learning. The process of implementation of the values of character committed by teachers, with three stages, which includes the first process is the planning, which in this plan teachers prepare lesson plans ranging from learning tools, methods and media that can support the application of the values character. The second is the implementation, This stage is the stage of implementation or application on the design planning that has made the teacher and the last stage is the evaluation of the assessment

process towards progress, growth, and development of the processes that have been implemented. By means of a complete school at Junior High School 18 Makassar can support the implementation of value character either directly or unwitting students as well as those directly realized that can be found in the school environment. Of the business of the school which has provided facilities for academic and non-academic to support learning about values of character as well as business social studies teacher in providing a learning plan based on values of character, so in terms factor inhibitors only in of factors laziness students own. Implications of the application of the values of the characters on learning of Social Studies in at Junior High School 18 Makassar can be observed through several advances such as improved learning environment, improvement of the quality of the school environment, improvement of the quality of social relationships in school, improved student academic achievement and creativity in extracurricular activities.

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