

Exemplary Values of a Local Hero, Mari Longa as an Expansion of the Materials of Social Science Learning in Order to Strengthen the National Character of the Students at Junior High Schools / MTs in South Ende Sub-District

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Abstract— This study has two important objectives, namely: 1) to find out how teachers implant heroic values to the students at JHS / MTs in South Ende sub-district, 2) to find out the implantation process of heroic values in the learning implementation plan of social science learning at JHS / MTs in South Ende sub-district, 3) to know the effectiveness of the implantation of heroic values in social science learning at JHS / MTs in South Ende sub-district. This research uses qualitative approach. Subjects in this study are seven teachers who have been teaching in both private and state Junior High Schools / MTs in South Ende sub-district. The data of this study is collected through interview, observation and documentation. All the data analyzed through reduction, presentation and conclusion drawing or verification. The result or findings showed that the existing JHS / MTs in South Ende sub-district had applied Mari Longa's heroic values even though noted not in writing. Many activities have applied heroic values such as flag ceremony, singing national anthem, working on assignments, group work, active in discussions, worship on time and so forth. Mari Longa's heroic values are the part of the assessment contained in 2013 curriculum. And here are the assessment results for the schools: MTs Wali Sanga obtained a score 3.4 (very well), Muthmainnah Islamic Junior High School obtained a score 3.2 (good information), and South Ende JHS gained a score 3.6 (very good information). The average of the three educational institutions is 3.4 (very good information). Thus, the implantation of Mari Longa's heroic values which applied at JHS / MTs in South Ende sub-district has been running effectively.

Keywords— Exemplary values, Mari Longa, social science learning, national character.

I. INTRODUCTION

Preparation of human resources quality for children in the future should be planned so that the children may grow and develop optimally. We know that the life of modern era requires mental and physical resilience. Education and training are the means of children character building. From mentality aspect, education today is facing moral degradation. Degradation indicator can be known by several aspects: weak at example, weak at sacrifice, weak at togetherness, weak at independence, equality, and nationalism.

Problems appear here is how social studies / social science have been received at schools, and most people and teenagers

today who are not interested in social studies. Social science lessons at schools become boring subjects. Social science is seen as an insignificant lesson. The position of social studies at schools is seen as a subject that can be taught by anyone because it is considered as easy subjects. Why it can be happened? One of the reasons is predictable that is because social studies tend to memoration and less meaningful in daily life, and tends to be consumptive or materialistic in the midst of the dynamics of people's lives.

The decrease of people interest in learning social studies becomes one of the the causes of moral degradation. Social science learning is actually not just giving material but how the learning process can be captured and the learning values or messages can be implanted to the students. Many messages can be taken in social studies learning especially in every material taught, for example, history learning about colonialism or imperialism; it contains many messages for human life. The same condition if we are talking about the learning of local hero, Mari Longa from Ende, NTT. Many messages contained in the material, such as the courage of Mari Longa in opposing imperialism and colonialism. This spirit is what students should learn and internalize in their daily life. If the students understand well the essence of social science learning, they will be able to reach their future, and also enable them to take the decisions in their life properly, with high enthusiasm, firmness and no doubt.

Thus, social science learning should be able to be used to develop students' activities to think critically and analyzing various social events or problems, then understanding and internalizing them so that they are always responsive to any condition and able to overcome development challenges in the future (Ahmad Sumato, 2016: 10). The decrease of students' interest in learning social studies is also due to the lack of awareness and attention of parents and teachers in providing the informations about the values of social science learning. Therefore, it is necessary to provide good planning on social studies learning especially about the cultivation of social science values in each material taught.

II. LITERATURE REVIEW

2.1 Value

Value can be interpreted as a price, or something that is abstract, not concrete, something that is commonly understood, thought and accepted (Nisdawati, 2016: 46). According to Znowski, value is someone's belief about something valuable, truth, or belief about specific ideas, objects, or behavior (in Mimin Emi Suhaemi, 2003: 19). Value is a series of attitudes that cause or raise a consideration that must be made in order to produce a standard or a set of principles that can be used as a measure of an action (Tatang Muhtar, et al., 2018: 11). According to Sadulloh, value is a reality in life that can be understood as a form of human behavior, knowledge and idea (Nisdawati, 2016. 47)

Thus, value can be interpreted as a set of attitudes or assumptions about something good or bad, right or wrong, appropriate or inappropriate, noble or unoble, important or unimportant. Value can also be interpreted as an abstract thing that can be used as a guideline for someone in determining anything good or bad and used as a guide in everyday life.

2.2 Heroic Value

In general, a hero is a person who has big contribution to many people. Heroes are people who sacrifice to save the life of many people regardless of their own destiny (Wahyudin, 2009: 98). Heroism is a condition that shows the nature of truth, willingness and strength to sacrifice and defending the truth (Kingkin Teja Angkasa & Iwan Prasetyo, 2009: 37). The values that can be taken from heroism are the value of unity, the value of sacrifice, the value of love, and the value of pride (Aim Abdulkarim, 2005: 25). Whereas the characteristics of heroism are brave enough, strong one, eager to move forward, be sincere, and willing to sacrifice. People who do not have a heroic attitude will become timid, stingy, and do not want to sacrifice, lazy to try, selfishness and easy despair (Indonesian Teachers Team, 2011: 246). Heroic attitude also demonstrated by patriotism, namely love of homeland. The attitude of patriotism is also exemplified by the heroes by willingly sacrificing and never giving up in defending the homeland.

2.3 Implantation of Heroic Value

One of the activities on how to instill heroic values is through learning with various interesting methods and tools about heroic values. The learning such this will make students not only get boring theories but they will interact or practice directly about the actualization of heroic values. Interesting and creative learning plans and strategies need to be constantly evaluated and developed to achieve the best results in the cultivation of heroism.

Here are some examples of activities that can foster an attitude of heroism at school life, namely: 1) carrying out flag ceremonies at the school environment, 2) living the contents and meaning of national songs, 3) implanting the soul and spirit of the heroism to defend the independence values through the learning path, 4) exemplary teachers through patriotism, nationalism, never give up, and steadfast and patience in carrying out tasks even though with various obstacles (Aim Abdulkarim, 2005: 27).

2.4 Social Studies

According to Scunche, in social science learning, it must provide learning experiences oriented to student learning activities (Education Science Development Team of FIP UPI, 2007: 273). The full involvement of students in all school activities and learning experiences can provide opportunities for students to be involved in solving their problems in learning environment. Correspondingly, Solihatin & Raharjo (2009: 15) provide an understanding that the purpose of social studies is to educate and provide basic skills to students to develop themselves according to their talents, interests, abilities, and environment as well as students' provisions to continue their education to a higher level.

Social studies learning strategy is based on the effective and efficient principle in order to help students achieve learning goals that have been formulated. For that reason, in learning strategy, accuracy is needed so that students can carry out learning optimally. In general, the learning strategy consists of five components that interact one other: 1) preliminary learning activities, 2) information delivery, 3) student participation, 4) tests, and 5) further activities. Selection of learning strategies should also be based on the following criterias: 1) strategy orientation on learning tasks, 2) learning strategy should be relevant to learning materials, 3) methods and techniques used are focused on the objectives to be achieved, and 4) the learning media that used can stimulate students' senses simultaneously (Hamzah Uno, 2010: 9).

The following are the steps of designing a social science learning strategy according to Trianto (2011: 199-208): firstly, planning. The success of social science learning depends on the suitability of plans according to the conditions and potential of students (interests, talents, needs, and abilities). Secondly, learning model, it includes (1) introduction: creating a conducive initial learning; creating apperception and assessment activities; (2) core learning activities: the implementation of social studies by emphasizing the forming process of student learning experiences; (3) the final activity of social studies: assessment of student learning outcomes and further activities.

2.5 Character Building

Character building is a process of character development that supports students' social aspect, emotional aspect, and ethical aspect. According to Samani & Hariyanto, character building is defined as something positive done by the teacher and influences the character of students they teach (in Ani Nur Aeni, 2014: 24). The United States Department defines character building as a learning process that enables students and adults to understand, care and act on core ethical values, such as respect each other, justice, virtue, being good citizens, and responsibility for themselves and others (Ani Nur Aeni, 2014: 24). According to Mulyasa (2012), character building is a system of cultivating character values to students which includes a component of awareness, understanding, caring, and high commitment to implement those values both towards God Almighty, oneself, the environment, society and the nation as a whole so that the students may become a perfect

human beings according to their nature (Amirulloh Syarbini, 2014: 12)

Thus it can be concluded that character building is a part of an effort to develop students' ability to give good or bad decisions, maintain good things, realize and spread goodness in everyday life. The aim of character building as an effort to realize the goals of national education found in Indonesian Law No. 20, 2003, namely: "Develop the ability and the form of character and civilization of a dignified nation in order to educate the life of the nation; develop the potential of students to become faithful human beings and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen".

III. RESEARCH METHOD

This research uses qualitative research. Qualitative research is a research whose findings is not obtained through statistics procedures or in the form of other counts, and its aim is to reveal symptoms in a holistic contextual way through collecting the data from natural settings by using researchers themselves as key instruments (Eko Sugiarto, 2015: 8).

The data collected in this study is data relating to the cultivation of heroic values in social studies at JHS / MTs in South Ende Sub-district. Interview approach is a question-answer process that occurs between people who seek information (interviewers) and people who provide information (resource persons) with the aim of collecting data or obtaining information (Indonesian Teacher Team, 2010: 245). Interview in this case shows to social studies teachers at JHS / MTs in South Ende Subdistrict. Observation is to collect the data directly in the field by observing (J.r. Raco, 2010: 112). Observation made in this case is observing the way the teacher implements heroic values in social studies. Documentation is a search for data related to research materials from literature in the form of books, magazines and other documents (M. Taufan B, 2016: 104).

Data analysis in this study uses three activities that occur simultaneously, namely data reduction, data presentation and conclusion / verification (Keppi Sukesi, 2015: 169). Data reduction is an activity process carried out by researcher to select, simplify, abstract, as well as to transform field data into a format that has been prepared in the field notes format from the documentation study. Presentation of data is a way to expose data in detail and systematically after being analyzed into a format that has been prepared. The data presented is still in a temporary form for research purposes in order to examine furtherly for obtaining the level of validity.

Temporary conclusion can be taken in the beginning of the data collection process in the field; and the researcher is allowed to draw conclusion. When a researcher gives meaning or interpretes the obtained data through observation, interviews and documentation study, it means that a researcher has drawn a conclusion. Data verification can be done after doing data reduction and obtaining the conformity with data presentation, and finally conclusion can be drawn together with research findings. Conclusion also can be drawn after the temporary findings have been verified through checking

technique on the validity of research findings. Then the conclusion of the findings or research result can be formulated, and then abstracted into propositions (Mustajab, 2015: 26-27).

IV. FINDING AND DISCUSSION

At the present time, the values of heroism are needed for a nation that is experiencing moral degradation. Educational institutions are the right means to change moral degradation of a nation. Only educational institutions with character-based are needed today. As an educational institution, Wali Sanga MTs, Muthmainnah Islamic JHS, and State JHS 1 in South Ende have become a bridge for character-based education by implementing hero values such as Mari Longa. By the result of observations using six indicators of Mari Longa's exemplary values such as nationalist, skilled, responsible, cooperative, hard work and spiritual; the three educational institutions in South Ende sub-district are able to apply these values well. Many activities that have carried out by schools in South Ende sub-district are part of hero values. Here are some activities that tend to heroic values:

The first is nationalism. The attitude of nationalism has been applied at Wali Sanga MTs that is instilling trust to the students that they may study hard. In learning, students always stimulated to be active. To foster the spirit of nationalism, according to (AA), a social study teacher of grade VII, VIII and IX at Wali Sanga MTs obliges to the homeroom teachers in order to put heroes picture and the image of garuda bird in each classroom. It is done so that students always remember the heroes and love their homeland. In learning, students also taught how to use Indonesian language properly and always take part in the flag ceremony.

Then at Muthmainnah Islamic JHS, it is not so different with the previous schools. To foster an attitude of nationalism, flag ceremony is one of the good ways where the students are trained to become leaders who are able to firmly lead their friends. Flag ceremony also helps students to foster the nature of patriotism. Routine activities to foster the nature of nationalism according to the teacher's (SR), homeroom teacher of grade VII that is through school environmental hygiene programs and reforestation programs. School environmental hygiene program is a program of students' division tasks in the form of groups in order to clean all the classrooms. This program is carried out every day, whereas greening program is conducted every year focus on implantation around the school.

Implanting heroic values at State JHS 1 in South Ende is not much different from other schools too. The nationalism values instilled to the students according to (AA), principal of State JHS 1 in South Ende are conducted through students' participation in flag ceremony regularly, singing national anthem of Indonesia, line-up exercise, and scouting activities. One of the ways to implant nationalism values in learning is by singing struggle songs or regional songs. There are alternative ways to foster nationalism spirit in learning besides singing the song of struggle and region that is active in learning, and not easily discouraged in learning.

The second is skill. According to (AA), there are a lot of skills taught at Wali Sanga MTs includes communication skill,

reading skill, and in addition, students also trained for some skills leading to independence or outside skills such bamboo design for meubles, how to produce concrete brick and so on. Whereas at Muthmainnah Islamic JHS, in order to increase students' ability, the teachers deliver to students the outside skills of learning such as embroidery, cooking practices, playing drum bands, etc. In social studies, students are trained to observe, ask the questions, gather information, associate news and communicate the informations. In learning practice, observing process is done by listening, seeing, and reading the material taught by the teacher. According to (SR), the teacher of Grade VII, students' observing skill can be done through stories' telling, watching videos or films, reading books. The next skill is asking. Students in this case are trained to ask questions by making a list of questions from the learning materials that students have not understood yet. The form of asking question is in discussion, so the next skill is the ability to gather information. In learning process, students are required to be able to find as many sources of information as possible.

Developing students' skills at State JHS 1 in South Ende according to (AB), homeroom teacher of grade VII is done through computer training and drumband practice. In learning activities, students also trained how to ask questions in good manner. And to stimulate students to be active in learning is done through discussion activities. In learning also the teacher trains students how to use learning methods such as *jigsaw*, role playing, inquiry, and contextual teaching learning.

The third is responsibility. According to (AA), the kinds of students' responsibility at Wali Sanga MTs are done through completing the assignments, maintain classroom cleanliness and come on time (discipline). The only obstacle faced by the students in carrying out the task is difficult to maintain school cleanliness because it is located near by a mountain so the sand always flies if there is wind.

Whereas at at Muthmainnah Islamic JHS, to raise students' awareness of their responsibility according to (SB) homeroom teacher of grade VIII is by giving assignments such as completing questions in a textbook, summarizing the material both individually and in groups according to the specified time limit . There are special tasks such as making clippings or collecting and recording pictures. In addition, the active role of students such as scouts, doing class hygiene pickets and obedient to wearing school uniforms in accordance with established regulations.

The implantation of responsibility value at State JHS 1 in South Ende according to (AC), teacher of grade VII is done by maintaining the cleanliness of the class, throwing trash in its place, cleaning the class by sweeping the room every morning and keep well the school regulations. In learning activities, students do the tasks given by the teacher, keep the security, do not make noise in the classroom, and always attend the class, avoid from smoke and narcotics.

The fourth is cooperation. To improve learning quality at Wali Sanga MTs according to (AA) is by asking foster teachers outside of Ende in order to improve the quality of learning. In addition, try to establish the cooperation with social ministry agencies in order to improve the quantity of

facilities and infrastructure in learning. Wali Sanga MTs also cooperates with the surrounding community to ask for support. According to (AA), all the students in Wali Sanga MTs stay in a dormitory. A sense of help in each student is very high. In the classroom environment, the students are very compact; there is no sense of individualism. The relationship between students and teacher is well established.

While at Muthmainnah Islamic JHS, teachers indirectly applied to students the habit of cooperation. This is a provision to enable students to be able to establish communication with the surrounding community in the future. In addition, it also erodes the nature of individualism and fosters the spirit of socialization in students' life. The character of the collaboration that applied to the students according to the teacher of Grade seven, (SR) teachers are students carrying out discussions or group work assignments outside the classroom. In discussion or group work outside the classroom, the teacher provides a material that demands students to be always active in solving problems.

Collaboration value that carried out at State JHS 1 in South Ende according to (AD), teacher of grade VIII, that is, students always be involved in a school organization named OSIS. OSIS is a means for students to train how to have cooperation or collaboration among students in various activities. In addition, students are involved in various school extracurricular activities such as scouts, English clubs, and drumband. In learning activities there are also many activities that lead them to build the spirit of collaboration such as group discussions in order to help students exchanging their ideas with other friends.

The fifth is hard work. According to (AA), at Wali Sanga MTs, students have been implanted the spirit of hard work since waking up at 4 o'clock followed by Morning Prayer and cleaning the environment around the dormitory and school. In learning, according to (AA), students always work according to the commands delivered by the teacher despite there are limitations of the existing facilities and infrastructure. In class, students always trained to listen carefully and pay attention fully. Students' hard work can be seen when they produce something from their garden that is a variety of beautiful plants, a brick that is ready for sale, and bamboo chairs. All those works were done with hard work outside of classroom learning.

Whereas at Muthmainnah Islamic JHS, the spirit of hard work of students is relates to the tasks that must be done at school. According to (SR,) teacher of grade VII, students must be able to complete class assignments or homeworks according to the specified time, they also must be active and diligent in study, must active in asking questions about the material that is not clear yet, they should not give up and despair of the tasks given by the teacher.

The implantation of hard work values at State JHS 1 in South Ende according to (AE), teacher grade VIII, that is, coming to school never late, always diligent in studying, doing assignments well, always active in learning. The cultivation of hard work values is always motivated by teachers so that student achievement can be enhanced day by day. Various efforts are made by the teacher so that students are always

excited in learning, not lazy, and pay attention totally in learning.

The sixth is spiritual. Spiritual character of the student is very strong. According to (AA), students who are left in the dormitory are trained to learn about religion. Since waking up at 4 o'clock, students take water from the ablution; continue reading Al-Quran while waiting for Morning Prayer. In learning activities, the teachers always emphasize more on religion. Before learning, it usually begins with tadarus Al-Quran guided by the teacher especially in translations and meanings. Tadarus Al-Quran is carried out for 45 minutes every morning. The five daily prayer activities are never abandoned and they are done on time. Spiritual activities also carried out outside of usual hours of learning and they are conducted in the afternoon in particular for memorizing Al-Quran and at night they listen to the spiritual splashes from the clergy.

The most important emphasis on this spiritual character is because the Muthmainnah Islamic JHS is the basis of Islamic religion, and according to (SB), the issue of time prayer worship is very concerned. Religious activities are also much stressed on students such as pesantren activities or read and write about Al-Quran. Although Muthmainnah Islamic JHS is based on Islamic teaching, all Moslem students are taught to respect students who are not from Moslems.

The spiritual values implanted at State JHS 1 in South Ende according to (AF,) teacher of grade IX, that is, for female students who are Moslems must wear the hijab as part of maintaining religious values. Students who are Moslems also must attend Friday prayer services, worship the five daily prayers are not abandoned. And to strengthen students' faith, every year, a fast pesantren is held. In learning, spiritual values that are done is to say greetings when enter the classroom, pray before and after learning.

Based on observation result, it is found that heroic values can be applied in curriculum 2013 especially in the preparation of lesson plan (RPP) by looking at the values of nationalism, religion, cooperation, responsibility, discipline, and skills. Character values can be included in the introduction, for example, students and teachers convey greetings and pray (religious values), the teacher checks the mastery of the previous meeting material by asking several questions (the value of discipline and skills), motivating students by inviting them to stand and singing the national anthem (national value).

Character values also can be included in the core of learning, for example: students observe (skill values); students learn organizations by grouping (cooperative values); students write down the things they want to know, then paste in the format prepared by the teacher (numerical values; students with the guidance of teacher make conclusion that need to be known, and done to solve problems by dividing roles (skills values); students carry out individual or group investigations (hard work, responsibility, skill), development and presentation of the results of problem solving to find the most appropriate alternative solutions to problems (skill scores), present the reports on the results of discussion, and responded

by other groups (nationalist values). Students analyze and evaluate the problem solving process (skill value).

Character values can be included at the end of learning: 1) Make conclusions together (skill scores), 2) students carry out the final test (skill score), 3) students reflect on the learning process (skill values), 4) students are given a message about values and morals, 5) the teacher informs the material for the next meeting, 6) the teacher closes the lesson and allows students to pray (religious value).

What is experienced at JHS / MTs in South Ende Subdistrict about the implantation of heroic values is actually a part of efforts to foster education character in developing human resources strongly and qualified. Here we see how important the education character in fostering the intelligence of human life. To be able to implement education character in an institution according to Kotten (2015: 80), it needs an example and good habituation. In addition to example and habituation, it is also necessary to imitate Rasulullah in applying education character, namely by socializing and building moral motivation (Tatang Muhtar, et al. 2018: 11).

Based on the observations on heroic values at Junior High Schools in South Ende, it is found that heroic values have been running effectively; and it can be seen from score acquiring where Wali Sanga MTs obtained score 3.4 (very good), Muthmainnah Islamic JHS obtained score 3, 2 (good), and State JHS 1, South Ende obtained score 3.6 (very good). Thus, the average score of the three educational institutions is 3.4 (very good). There are some factors that answer why heroic values going very well in South Ende schools: 1) Mari Longa's heroic values are the part of the character values applied in curriculum 2013; 2) there is habituation of character values carried out at school; and 3) there is good example from the teacher in teaching activities.

V. CONCLUSION

All JHS / MTs in South Ende Subdistrict have applied Mari Longa's heroic values even orally, not in writing. Many activities at schools have applied heroic values such as flag ceremonies, singing national anthems, doing assignments, group work, active in discussions, worship on time and so on. Likewise, the application of heroic values in learning has been implemented well. Mari Longa's heroic values are the part of the assessment in curriculum 2013, where there are three aspects of assessment, namely attitude, knowledge and skills. Mari Longa's heroic values are actually the part of the three aspects of the assessment. In learning Mari Longa's heroic values, they can be applied at the beginning of learning, the process of learning, and the closing part of learning.

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