

The Quality and Values of Character Education in Sundanese Language Text Book of the 2013 Elementary School Curriculum

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Abstract—The purpose of this study was to evaluate Sundanese textbooks used for learning Sundanese language at elementary school. The problems of this study are: 1) the quality of Sundanese textbooks; 2) values of character education contained in Sundanese textbook; 3) Sundanese textbooks relevance with the 2013 Sundanese local curriculum. The method used in this study is the descriptive method. While the technique used was literature study by identifying the material obtained in textbooks based on textbook quality criterion, character education values, and relevance with the 2013 Sundanese Language local curriculum. The data source was *Basa Sunda Urang* textbook published 2017 by CV. Gegersunten by Tatang Sumarsono et al. The results of this study indicated that 1) *BSU* textbooks Grade IV, V, and VI have described the scientific point of view that is in accordance with the essence of Sundanese language and literary subjects. It clearly described the concepts related to language and literature; written based on the 2013 Sundanese Language and Literature local curriculum. It can foster students' motivation to learn and in accordance with their ability and socio-cultural background; fostering students' talents and interests in learning, fostering Student Activity in learning; fulfilling illustrative criteria; Communicative - provides information to the readers clearly and interestingly; relating to other subject matter; respect and consider individual differences; and consider philosophical values. 2) The values of characters' education pictured are religious, environmental care, hard work, love for the country, love for peace, national spirit, social care, honest, have a spirit of nationalism and nationality. 3) The themes that cover every subject matter generally are in accordance with the themes contained in the 2013 Sundanese Language and Literature Local Curriculum. 4) The structure of the learning material presented was built on the aspects of language skills i.e. listening, reading, speaking, and writing; and consisted of learning instructions, presenting facts, discussion, and ending by the instruction to do assignments and exercises.

Keywords—textbooks quality; Sundanese; character education; relevance; curriculum

I. INTRODUCTION

Books that are commonly used in learning activities in formal education, especially in schools, are called textbooks. Definitely a textbook is a learning tool used in schools and in universities to support a teaching program. Buckingham in

Tarigan states that in the teaching and learning process in schools, textbooks can be a handbook for teachers and students i.e. as the main reference or supplementary book [1].

In learning activities, students are not only noticing at teacher's explanation. They need references or guidelines to explore knowledge so that their understanding and abilities can be optimized [2]. Through the textbook usage, students are guided to exercise, practice or try theories that have been learned from the book [3]. Therefore, teachers should be smart in determining whose textbooks to be used for their teaching and learning [4]. Since the textbook that accurately has been determined will have a big influence in the later learning process.

A good textbook has certain criteria and standards such as its relevance to the curriculum when it is used, equipped with the equipment and methods, besides, the material presented describes its scientific point of view [5,6]. In addition, the criteria for good books according to Fountas and Pinnell able to sharpen the thinking skills of the reader, and be able to associate them with the help of knowledge in the book [7].

There are not many researches that examine the quality of textbooks at every level. Some studies that have been conducted include a study by an Andriani entitled "*Relevansi Materi Ajar Dongeng dalam Buku Teks Pamekar Basa Sunda dengan KI-KD*". Research examines the scope of book contents. Other research that has been done is "*Relevansi Materi Ajar Berbicara (Pidato) Buku Teks Pamekar Basa Sunda dengan KI-KD*". This research also examines the scope of book material. Whereas the research that examines the quality of the of books' contents and the values of character education in Sundanese textbooks has not been conducted.

This research was conducted to explore the problems in Sundanese textbooks used in elementary schools. The focus of the study problems in this study included three things, namely (1) the quality of Sundanese language textbooks, (2) the values of character education in Sundanese language textbooks, and (3) the relevance of the material contained in Sundanese language textbooks with the 2013 Sundanese Language Local Curriculum. The formulation of the problem is as follows:

- How is the quality of *Bahasa Sunda Urang* textbooks for Elementary School grade IV, V, VI?
- What character education values are contained in *Bahasa Sunda Urang* textbooks for Elementary School grade IV, V, VI?
- What is the relevance of the material contained in the *Urang Sundanese Language* text book with the 2013 Sundanese Language Local Curriculum?

Based on the limitations and formulation of the above problem, this study aims to describe: 1) the quality of *Bahasa Sunda Urang* text books for elementary school Grade IV, V, VI; 2) what character education values are contained in *Bahasa Sunda Urang* text books for elementary school Grade IV, V, VI; 3) the relevance of the material contained in the *Urang Sundanese Language* text book with the 2013 Sundanese Language Local Curriculum.

II. THEORETICAL FRAMEWORK

A qualified textbook is a book that fosters values of character education for students. Besides, its content describes the criteria as a text book which is in accordance with the current curriculum implementation.

A good textbook is a book that has a clear perspective on teaching [8]. Text books should contain adequate material for students. A good textbook is a textbook that presents a rich, varied, and easy material that to be comprehended, and pursuant to students' interests and needs. It will play a role as a source of academic problem solving, triggering students to read, delightful, stimulate children's creativity, etc.

The material presented in the textbook should be arranged in a systematic and gradual manner.

Systematic in the sense of material is presented based on students level of understanding of in terms of the explanation, presentation, and organization is systematically arranged; Sentence expression is carried out straightforwardly; the terminology is given an explanation and or example; the use of foreign or local languages words and terms that are irrelevant is avoided; content presentation encourage students' activity to think and learn in various ways (for example: illustrations, quizzes, etc.); challenged the students to look for other learning resources; followed by complete book references. Related study materials are connected to one another in an integrated manner, both in intra learning and inter learning. Lessons arrangement in the book is constructed correctly.

Gradual the material presented is observed in terms of sequences, such as from easy to difficult, from simple to complex, from general to special or from special to general, from part to whole, and so on.

The material presented in the textbook must describe the method and be equipped with the equipment that can stimulate students to read it. Medium constructed in images, diagrams, formulas and so on are expected to be able to clarify student learning experiences.

The material presented in the textbook must be able to help students in solving their academic problems. For example,

when students work on assignments or exercises. The book contains things that students need or have guidance to get references that let the problem solve.

The evaluations in the textbook must facilitate students to know the competencies they have achieved. The level of achievement of competencies can be used as feedback for students whether student must should deepen the material or continue to the next higher learning material. Seventh, contains material that allows students to have the opportunity to think and contemplate for what they have learned. What benefits students get after reading and practicing the material? In other words, the evaluation can be used as a tool for student reflection on all academic intricacy that has been studied.

Character education has now become one of the main discourses in national policy in the area of character education. All teaching and learning activities in Indonesia must refer to the implementation of character education. In the National Action Plan for Character Education Manuscripts issued by the Ministry of Education in 2010 it was stated that character education is a key element in achieving the National development vision and mission which is included in the 2005-2025 RPJP. In addition, character building is also needed to shape students to become fully human [9]. More broadly, the adaptation of character education values aims to shape human beings to become good citizens and to live peacefully side by side [10,11].

When it is related with textbook roles and functions in education and teaching, character education can be introduced to the students through textbooks [12,13]. Some literature states that books can be a medium for presenting values [14-16]. This assumption is verified by the fact that language is an entity that reflects culture that contains values implemented in its society [17,18].

Character education is the process of nurturing and habituating behavior (thinking, acting, and speaking) in an effort to foster good personal identity [19]. Character education is close to moral education i.e. character education, such as teaching ethics and morals. The Ministry of National Education's policy in Suyudi formulates eighteen values in character education i.e. [20]: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) love for the country, (11) nationalism or nationalism, (12) respect for achievement, (13) communicative, (14) peace of mind, (15) like to read, (16) environment care, (17) social care, and (18) responsibility.

III. METHOD

The method used in this research is descriptive method. This method is used to describe the findings obtained from the results of analyzing (1) textbook quality; (2) character education values; and (3) textbook material and curriculum Relevance.

The technique used in data collection is a literature review technique. Data inventoried based on the problems that will be studied i.e. (1) the textbook quality; (2) character education values; and (3) textbook material and curriculum Relevance.

The instrument of this research is a data card. The instrument is used to capture data relating to (1) textbook quality; (2) character education values; and (3) textbook material and curriculum Relevance.

After the research data is collected, the researcher processes the data by: (1) classifying, (2) interpreting, and (3) compiling a research report based on the limitation and formulating the problem and the purpose of the study. Based on the description above, this research flow can be illustrated in the following figure 1.

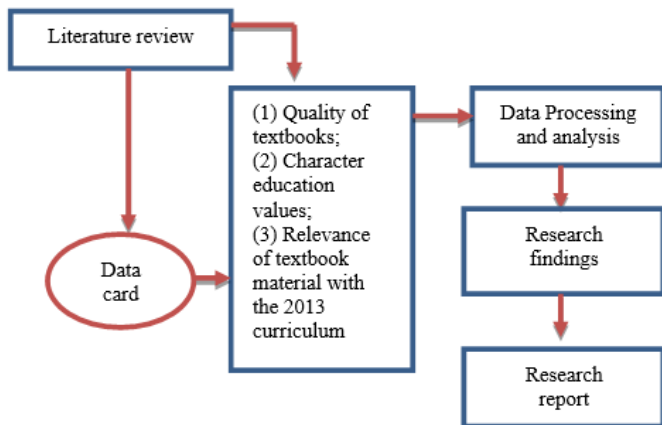


Fig. 1. Research procedure.

IV. RESULTS AND DISCUSSION

Organizing the education is an attempt to provide people with the ability to place themselves in society [21,22]. This ability can be cultivated through nurturing values. In the academic context, the dissemination of values can be done through textbooks [9,23,24]. In connection with these matters, these studies aim to look at the values that appear in the textbooks in school. Based on the results of the largest analysis in Chapter IV, the following conclusions are obtained.

A. Book Quality

The study of the quality of textbooks in this study begins to examine the administration relevance. Administratively the textbook used in the school must refer to the curriculum implemented at the time the book used. The step was taken by the *BSU* textbook writer team. The results of the study state that the book is relevant to the 2013 Sundanese Language and Literature Local Curriculum (Revised in 2017).

Data of textbooks quality aspects found in *BSU* Grade IV and Grade VI concluded that:

1) *Describing the point of view*: The *BSU* textbooks Grade IV, V, and VI have described scientific perspectives that are in pursuant to the essence of Sundanese language and literary subjects. These are: (a) the material presented in general upholds Sundanese cultural values; (b) theory and examples of factual material adapted to the background level of students' thinking abilities; (c) linguistic material leads to language manners; (d) literary material leads students to enjoy the work

and understand it by giving the attention to the educational values in it.

It means that the book has clear scientific features. This has been in line with Education and Culture Minestrial Regulation No.8 of 2016 i.e. that the textbooks must be in line with Pancasila and the 1945 Constitution.

2) *Describing a clear concept*: The *BSU* textbooks Grade IV, V, and VI do not all explicitly explain the concept of the material being studied. The concepts related to language and literature are implicitly packaged in a variety of facts, both in the form of words, sentences, paragraphs, and discourses. In other words, the concepts presented in *BSU* textbooks for Grade IV to Grade VI are generally not theoretical. They do not explain directly about the concept of language or literature. In general, the concept is implicit in the discussion to support the fact that prose and poetry are very clear.

The material concept in the book is in line with the expectations stated in the text books assessment instrument, Puskurbuk that the material accuracy, the discourse selection, text, images, and illustrations in accordance with the competencies that must be achieved and useful to fulfill students' curiosity [25].

3) *Relevant to the curriculum*: *BSU* textbooks for Grade IV, V, and VI were written based on the 2013 Language and Literature Curriculum Revised in 2017. The contents describe the structure of *KI-KD* which is covered by learning themes. The amount of material for each grade level is in accordance with the structure of the curriculum i.e. 8 teaching materials for grade IV and grade V, and 6 teaching materials for grade VI.

4) *Developing motivation*: The *BSU* textbooks for Grade IV, V, and VI have been sought by the writers' team in order to be able to motivate the students to learn. The material is generally pursuant to the ability and socio-cultural background. The book cover or volume is displayed attractively using a bright blend of colors. Each material in each unit complemented by illustration.

The material presented in the book is in line with the criteria of Puskurbuk's assessment that the contents of books must stimulate student metacognition (spiritual attitudes and social attitudes) [25].

5) *Developing interest and talent in learning*: *BSU* textbooks for Grade IV, V, and VI were designed by the author to be able to foster students' talents and interests of learning. Each material presented is equipped with questions to practice and the assignments were provided. The questions presented in the form of exercises and assignments by considering the following aspects: (1) the relevance between the objectives of the lesson with the exercises and assignments given, (2) the relevance between the topic or subject with the description of the material, (3) gradations of difficulty levels and variations in questions practice and the task based on student's ability.

This book has fulfilled Puskurbuk's assessment criteria that the contents of the book must stimulate the imagination,

creation, and students' critical thinking (knowledge and skills) [25].

6) *Developing student activities.* *BSU* for Grade IV, V, and VI is presented with material covering aspects of facts, theories, principles, and procedures. Students will not only find facts such as the types of prose and poetry discourse, but are also equipped with theories about language and literature that are implicit available in language and literary abilities learning material. The efforts made by the *BSU* writer team in fostering student learning activities are arranged in (1) clear learning introductions; (2) orders to do exercises and tasks are easy to understand; (3) guiding students to do work or projects procedurally for both individuals and groups.

7) *Illustrative:* The *BSU* textbooks Grade IV, V, and VI are sought by the writing team to meet the illustrative criteria. This is evidenced by: (1) the display of supporting elements in almost every learning material, such as diagrams, tables, and other images; (2) the font size is variant enough based on school grade; and (3) Title Cover is proportional in choice, size, and font color. The explanatory sentences are available. The title is short and easy to understand, and there is the name of the author. But this book is not equipped with a brief synopsis in the back cover and is also accompanied by colleagues or writers or important figures and related parties about the contents of the book.

8) *Communicative:* *BSU* textbooks for Grade IV, V, and VI are sought by the writers' team to provide clear and interesting information to readers. The words choice, simple set of sentences, and interesting material topics make the reader interested and facilitate contents of the information exploration. This textbook has considered the ability of students' literacy, which are supported by effective sentences, single meaning, simple, polite and have attractive power.

9) *Supporting other subjects:* *BSU* textbooks Class IV, V, and VI are themes based designed. Each theme in this book is always related to other subject matter, such as religious education, social education, natural sciences, mathematics, arts, and sports.

10) *Respect individual differences:* *BSU* textbooks Class IV, V, and VI are used by students in West Java. This means that this book is read by students who have different cultural backgrounds. In accordance with Puskurbuk's assessment stipulation (2016) that text books contents should not contain the elements of *SARA*, *HAKI*, Pornography and Bias (gender, region, etc.) [25].

Thus, the materials presented have to consider individual differences, such as abilities, talents, social interests, culture. Processed material should be able to be accepted by all heterogeneous students. Based on the results of the analysis, the content of the material in the book is quite varied, because it presents various materials in the form of various facts. This book can be used in every district in West Java. The problem will come up when the books are used by students of different social backgrounds and language use.

11) *Philosophy values:* *BSU* textbooks for Grade IV, V, and VI have considered philosophical values. Philosophical values such as social, cultural, moral and education have been packaged in the form of facts and learning signs. Some texts have been linked to the values of national unity. Also found some discourse relating to leadership values and women emancipation, and so on.

This is in line with Education and Culture Ministerial Regulation No.8 of 2016 i.e. that text books must be in accordance with National Education System and the 1945 Constitution, which gives precedence to human values.

B. Character Education Values in BSU

Character education values contained in *BSU* textbooks for Grade IV, V, and VI is as follows:

1) *Religious:* It is found in discourses which explicitly suggest to obey worship i.e. (1) praying on time; (2) suggesting students or readers to consistently pray in congregation; (3) suggesting students to get prayer at the mosque.

In line with Kurniasih Budi that the contents of the book must strive for the development of national character (citizens), especially leading good attitudes for children [26].

2) *Environmental care:* It is found in reading discourse i.e. (1) students are invited to learn about environmental care, such as saving electricity, saving water, etc.; (2) maintaining natural resources; (3) animals care.

Ardianti states that teachers who hold the main role in the education processes at schools should be able to emphasize character education in order to promote positive values to young generation [27]. A routine behavior of environment care that is done continuously will be able to shape students' character of environment care.

3) *Hard work:* It is found in the reading discourse i.e. (1) undergoing a job diligently and never underestimating the job; (2) pursue various individual different professions; (3) study diligently for future success; (4) never give up for learning.

Bullock explains that hard work is related to individual attitudes to be more predominant in the society, which the criterion is success and failure [28].

4) *High spirit of nasionalism:* found in various discourses in both prose and poetry, namely (1) a poem entitled "Pahlawan"; a poem entitled "Tatar Sunda", "Lemah Cai", "Miara Sarakan"; (2) prose about commemorating the Independence Day.

Love for the homeland is a character that must be possessed by citizens in relation to the implementation of their right and obligation to participate in the attempt to defend the country (Sari, 2017, p. 64) [29].

5) *Love of peace, Nationalism, Social Care:* is found in a discourse that suggest students to care about social matters, such as helping one another, kind-hearted, well behaved. Education should encourage an attitude of mutual understanding, tolerance, friendship between people regardless

of racial and religious differences, and increasing activities to maintain peace. It was also found in a discourse that included suggesting students to refrain from aggressive reactions that could cause mass tantrums and violent behavior such as fighting and destruction.

Love peace as stated by Sudaryanti can be built by telling stories, examples given by the teacher and forming the habits [30]. The composition in each implementation of learning activities will take the form of tolerance such as waiting for taking turn, self-control, and mutual consideration.

6) *Honest*: found in the poetry type of discourse that suggest students to be honest in life and well behave, never tell a lie act. In line with the National Education Law No.20/2003 concerning national education goals i.e. students can actively develop their own potential to gain skills, noble character.

7) *The spirit of nationality and nationalism*: found in discourses in which suggest the students to love the country, building the spirit of nationalism, anti colonialism, having high spirit of sportsmanship and prioritizing togetherness.

The spirit of nationality and nationalism which based on togetherness is closely related to union and unity. A sense of union and unity can only be realized when the entire community has a strong sense of nationalism [31]. Before internalizing the values of nationalism in education, an important first step to do is to reformulate the notion of nationalism and its relation to the educational philosophy. Nationalism is an understanding prevailed because the existence of a nation, while its relation to the philosophy of education is how students are directed to think logically, critically, and creatively [31].

C. The Relevance of BSU Textbook Theme with the 2013 Local Curriculum

The theme that covers the Sundanese Language material in the BSU textbooks for Grade IV, V, and VI in general has been in accordance with the themes contained in the 2013 Language and Sundanese Literature Local Curriculum (Revised in 2017). The writers' team translated the theme into Sundanese. In general, the translated theme is in accordance with the existing themes in the curriculum. The overview of the results of the analysis of the relevance of the BSU theme with the curriculum are as follows:

1) *The number of themes in the BSU textbook for grade IV has been in accordance with the curriculum*: There are eight themes. They are: (1) The beauty of togetherness is adjusted to be *Endahna Hirup Babarengan*; (2) Energy Saving adjusted to be *Hémat Énéérji* (3) for the Environment Care adapted to *Mikanyaah papada Mahluk*; (4) Various Works translated into *Rupa-rupa Pagawéan*; (5) Appreciating The merits of the Heroes translated by *Ngajénan Jasa Pahlawan*; (6) The beauty of my country translated to *Éndahna Lemah Cai*; (7) My ambitions are adjusted to be *Cita-cita*; and (8) My Place is translated to *Wewengkon Tempat Kuring Matuh*.

2) *The number of themes in BSU textbook for Grade V has been in accordance with the curriculum there are eight*

themes: They are: (1) Playing with objects was adjusted to *Kaulinan Barudak*; (2) Life Events was adjusted to *Peristiwa Dina Kahirupan*; (3) Live in Peace adjusted to *Hirup Rukun Saayunan*; (4) Healthy is Important translated to *Séhat téh penting*; (5) Proud to be Indonesian was translated to *Reueus Jadi Bangsa Indonesia*; (6) Maintaining Environmental Sustainability adjusted to *Miara Lingkungan*; (7) Healthy and nutritious food translated to *Kadaharan Sehat jeung Ngandung Giji*; (8) Natural events (disasters) translated to *Peristiwa alam*.

3) *BSU textbooks for grade V are pursuant to the curriculum, there are eight themes*: These themes are: (1) Save living beings adapted to *Nangtayungan Sasatoan*; (2) Unity in differences is adjusted to *Beda-Béda Tapi Ngahiji*, (3) Figures and Inventors are adjusted to *Tokoh Sunda*, (4) Globalization became *Globalisasi*; (5) Entrepreneurship became *Wirausaha*; (6) Public health is translated into *Kaséhatan Lingkungan*.

D. The Structure of BSU for Elementary School Learning Material

The structure of the learning material presented in BSU is built on aspects of language skills, i.e. listening, reading, speaking, and writing. Based on the results of the analysis, the structure of the material in general consists of: (1) learning instructions for reading or listening, (2) facts presented in the form of listening or reading discourse in the form of prose or poetry, (3) discussion complemented by language skills or literature, (4) Instruction to do individual or group assignments and exercises to improve speaking or writing skill.

V. CONCLUSION

Based on the study conducted, the results of this study are summarized as follows: 1) BSU textbooks for grade IV, V, and VI have described the point of view of scientific viewpoints that are in line with the essence of Sundanese language and literary subjects. Describing clear concepts related to language and literature; written based on the 2013 Sundanese Language and Literature curriculum. Able to foster the motivation of students to learn and pursuant to their ability and socio-cultural background; fostering students' talents and interests in learning. Fostering Student Activity in learning; meet illustrative criteria; Communicative - provides clear and interesting information to readers; relating to other subject matter material; respecting and considering individual differences; and considering philosophical values. 2) Characters Education Values depicted by religious, caring for the environment, hard work, love for the country, love for peace, national spirit, social care, honest, have a spirit of nationality and nationalism. 3) The themes are generally in accordance with the themes contained in the 2013 Sundanese Language and Literature Local Curriculum. 4) The structure of the learning material presented is built on aspects of language skills i.e. listening, reading, speaking, and writing; and consists of instructions for learning, presenting facts, discussion, and ended by the instruction to do the assignments and exercises.

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