

Development of Learning Equipment Learning Implementation Plan (RPP) Integration of Character Education in Pancasila and Citizenship Education Subjects (PPKN) at Smp Negeri 20 Makassar

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ABSTRACT--- *This research is development research that aims to produce a Learning Toolkit for Integrated RPP Character Education in Pancasila and Citizenship Education (PPKn) subjects at SMP Negeri 20 Makassar which meets the valid criteria with the subject of this research as many as 30 students in SMP Negeri 20 Makassar in Class VIIA. The desired product in this research is a valid, practical, and effective RPP Learning Tool for Character Education Integration. The product consists of three components, namely: lesson plans, student books, and teacher's books. This developmental research process refers to the 4-D model This model is a learning development approach system that is carried out covering 4 stages, namely defining, designing, developing and disseminating. The results showed that the Learning Toolkit for Integrated Character Education RPP that was developed was declared valid based on the validator's assessment and the results of a limited trial carried out for two trials. The validity of the Learning Toolkit for Integration of Character Education RPP is measured based on the assessment of the results of the validation of experts (validators) who meet the validity criteria, namely (1) RPP with a strong relevance category with a validity coefficient of 3.92 with the "Very Valid" category, (2) student books with the "Valid" category with a validity value of 4.10, (3) Teacher's Books in the "Valid" category with a validity value of 4.30. This shows that the resulting Character Education Integration RPP Learning Toolkit is in the valid category.*

Keywords--- RPP Learning Tools, Integration, Character Education

1. INTRODUCTION

Education is not only an effort to give birth to a learning process that intends to bring humans into intellectually-oriented potential figures through a thick transfer of knowledge process, but also as an effort to form a society with character, ethics, and aesthetics through the transfer of values. Thus, education is basically a process of developing human resources in the form of cognitive, affective, and psychomotor potentials contained in each individual (Joyce et al., 2011).

Law No. 20 of 2003 concerning National Education which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. themselves, society, nation and state. Based on this understanding, the functions and objectives of national education as stated in Article 3 of Law no. 20 of 2003 concerning National Education it is stated that, national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Undang-Undang Sistem Pendidikan

Nasional, 2007)

The meaning that can be captured from the meaning and purpose of education contained in the description is that education is an integrated and comprehensive process. National education directs society to be responsive to the development of science and technology (Science and Technology) as well as sensitive to the importance of strengthening normative aspects, because both determine the model of a nation's social life (UzZaman et al., 2015).

In order to achieve these educational goals evenly throughout the territory of the Unitary State of the Republic of Indonesia, the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards was enacted. One of the standards regulated in this government regulation is the management standard (Novalia et al., 2019). Article 1 paragraph 9 states that: Management standards are national education standards relating to planning, implementation, and supervision of educational activities at the level of education units, districts/cities, provinces, or nationals in order to achieve efficiency and effectiveness in the administration of education. Article 49 of this government regulation states that; (1) The management of education units at the primary and secondary education levels applies school-based management which is indicated by independence, partnership, participation, openness, and accountability. (2) The management of educational units at the higher education level applies higher education autonomy within the limits stipulated in the provisions of the applicable laws, providing freedom and encouraging independence in the management of academic, operational, personnel, financial, and other management functional areas as regulated. by each university, the inclusion of aspects of education management as an element that must be standardized cannot be separated from various academic studies which say that education governance is one aspect that needs to be observed (Rosyid, 2012)

Character education is not entirely new in Indonesia's national education system. Ki Hadjar Dewantara explained that education is character education. Character education in the education unit is integrated into three subjects given to foster the character and character of students, namely Religious Education, Civics, and Indonesian Language (Wijayanti, 2018). However, character development through these three subjects has not produced satisfactory results for several reasons. First, these subjects tend to simply provide knowledge about values through the subject matter/substance. Second, learning activities in the three subjects generally have not adequately encouraged the internalization of values by each student so that students behave with strong characters. Third, relying on the formation of students' character through the three subjects is not enough. Character development of students needs to involve more subjects, even all subjects. In addition, student development activities and school management from day to day also need to be designed and implemented to support the character development of students (Panggabean & Suyanti, 2012)

Preliminary studies conducted by prospective researchers at SMP Negeri 20 Makassar obtained initial data from school principals and teachers saying that at SMP Negeri 20 Makassar since 2013 a character education program has been implemented which is integrated into subjects. The integration of character education into subjects at SMP Negeri 20 Makassar is in all subjects. The teacher said that although character education had been implemented and integrated into all of these subjects, students still did a lot of things that were contrary to character education, for example, there were still students who liked to bully their friends or classmates, there were still students who were caught smoking in the classroom. motorcycle parking, there are still students who throw garbage out of place.

These conditions need to implement character into the learning process so that students have good morals. In addition, students' academic abilities need to be developed. The solution that can be done is the integration of character education into learning that can improve aspects of students' academic abilities in learning Pancasila and Citizenship Education. Aspects of academic ability are related to cognitive aspects, to improve these aspects one of them can be through problem-based learning. According to Holyoak in (Ibrahim & Muslimin, 2000) Problem based learning involves students in learning information in the same way when recalling it and applying it in future situations and assessing learning by demonstrating understanding rather than mere proficiency. This supports the implementation of learning that makes students active by integrating character education. The teacher's role in this learning is to present problems, ask questions, facilitate inquiry, dialogue, and support the intellectual growth of students. The objectives to be achieved in this study are to find out (1) the stages in developing an integrated lesson plan learning tool for character education for students of SMP Negeri 20 Makassar; (2) the quality of learning tools for integrated lesson plans for character education based on expert assessments, PPKN teachers at SMP Negeri 20 Makassar, and colleagues; (3) the achievement of student learning outcomes after using the integrated lesson plans for character education. Based on the above background, it is necessary to develop learning tools for the integration of character education RPP in Pancasila and Citizenship Education (PPKn) subjects at SMP Negeri 20 Makassar.

2. LITERATURE REVIEW

2.1. Character Education

The definition of education has been widely expressed by experts, one of which is Kneller in his book entitled *Foundation of Education* (Kneller, 1963), which reveals that education can be viewed in a broad sense and in a technical sense, or in terms of results and in terms of processes. Education in a broad sense refers to an action that has an influence and is related to the growth or development of the soul (mind), character, or physical ability of the individual. Education

in this sense lasts a lifetime. Education in a technical sense is the process by which society through educational institutions (schools, colleges, or other educational institutions), intentionally transforms cultural heritage, namely knowledge, values and skills, from generation to generation (Slavin, 2015).

2.2. Improving Student Character Values in Schools

Teaching is not merely a process of transferring knowledge but also as a process of character building. Ki Hadjar Dewantara's concept of Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani means at the beginning to set an example, in the middle to give encouragement, and at the end to give encouragement. The implementation of character education is not only a school task but the duty of all components in the school and even parents at home are obliged to instill moral values in their children. Character education is integrated into learning.

(Departemen Pendidikan Nasional, 2010) states that integrated education in the learning process is the introduction of values, facilitating the acquisition of awareness of the importance of values into the daily behavior of students through a good learning process that takes place inside and outside the classroom in all subjects. lesson. This means that the learning process, in addition to mastering the targeted competencies, students also recognize, realize, and internalize values and make them a behavior (Yalçin et al., 2009).

3. RESEARCH METHOD

This dissertation research is a type of development research. The development research itself is carried out based on an industry-based development model, the findings of which are used to design products and procedures, which are then systematically field tested, evaluated, refined to meet certain criteria of effectiveness, quality, and standards.

The development research that will be carried out in this study is to produce products in the form of learning tools, in particular the Learning Implementation Plan (RPP) for the integration of character education in Pancasila and citizenship education (PPKn) for students of SMP Negeri 20 Makassar.

In this study, the researcher used the design of the Development of Character Education Integration Lesson Plans which was used referring to the 4-D model or the Thiagarajan, Semme, and Semmel model (Thiagarajan et al., 1974). This model is a learning development approach system that is carried out covering four stages, namely defining, designing, developing and disseminating.

Data analysis is the process of arranging data sequences, organizing them into patterns, categories and basic units of description (Tanzeh, 2010). The data obtained by using research instruments, then analyzed quantitatively for the validity, practicality and effectiveness of learning tools RPP integration of character education in Pancasila and citizenship education subjects. The following describes the analysis of the data:

3.1. Data analysis of the validity of the RPP learning tools for the integration of character education.

The data on the validity of the RPP learning tools for the integration of character education in Pancasila and Citizenship Education subjects were obtained from the results of the validation of materials and learning media experts as well. The analysis of the validity of the learning device data is as follows:

Recapitulating the results of the expert's assessment into a table which includes: (1) criteria (Ai), (2) indicators (Ki), (3) validator assessment results (V_{ij});

Finding the average expert assessment results for each criterion with the formula:

$$\bar{K}_i = \frac{\sum_{j=1}^n V_{ij}}{n}$$

K_i = average of the i-th criteria

V_{ij} = score of the assessment results against the i-th criterion by the j-th evaluator

n = number of raters

Find the average of each aspect with the formula:

$$\bar{A}_i = \frac{\sum_{j=1}^n \bar{K}_{ij}}{n}$$

A_i = i-th aspect average

K_{ij} = average for the i-th aspect of the j criteria

n = number of criteria in the i-th aspect

Find the total average (X) with the formula:

$$\bar{X} = \frac{\sum_{i=1}^n \bar{A}_i}{n}$$

X = total mean

A_i = mean of the i-th criteria

n = number of indicators

Determine the category of validity of each criterion K_i , the average indicator A_i or the average total X with a predetermined validation category.

The categories of validity of teaching materials (Nurdin, 2007) and (Hobri, 2010) are as follows:

Table 1. Validity of Teaching Materials

<i>Final Score</i>	<i>Category</i>
1,0-1,5	<i>Very Invalid</i>
1,6-2,5	<i>Invalid</i>
2,6-3,5	<i>Less Valid</i>
3,6-4,5	<i>Valid</i>
4,6-5	<i>Very Valid</i>

The criteria for the validity of the learning tools for the integration of character education RPP in the subjects of Pancasila and Citizenship Education. in this study is if the average value of validity for the overall minimum criteria is in the valid category and the validity value for each minimum criterion is in the fairly valid category.

If it does not meet these criteria, it is necessary to make revisions based on suggestions from the validators or by reviewing aspects that have less value.

4. RESULTS AND DISCUSSION

4.1. Results

The developed character education-based learning lesson plans have 6 indicators contained in the lesson plans. However, in the process of implementing the development of this lesson plan, other supporting devices are needed to complete the process of implementing this research, including the Shiva Book, and the Teacher's Book.

Furthermore, the analysis of the documentation on the lesson plan, the researcher saw that in the lesson plan made by the teacher, modifications had been made in the learning indicators. In the lesson plans the teacher has added specifically the type of character to be achieved in learning activities, both in preliminary activities, core activities and closing activities.

The preparation of a character lesson plan is basically a short-term business plan that aims to estimate or project the characters that will be internalized in students in learning activities. RPP is a guideline for teachers in carrying out learning activities in the classroom. Ideally, good or bad learning in class one of them is determined from the preparation of the lesson plan. Likewise, the RPP for character learning must identify the character values to be achieved, the learning activities and evaluations must support the achievement of the predetermined character goals.

Draft 1 produced by experts. Expert validation was carried out to see the validity of the learning which included all the traps developed which were focused on format, language and content. The results of the validation of the experts are used as the basis for revising and improving the learning tools. The learning tool that has been declared valid by the validator is called Draft 2. The results of the validation of the lesson plan can be seen in the following table.

Table 2. Results of the Validation of the RPP for the Integration of Character Education

No	Aspects Assessed Validator	Validator		Average	Category
		1	2		
1	Conformity between basic competencies K11, K12, K13, K14	4	5	4,5	Valid
2	Conformity of the formulation of achievement indicators with basic competencies (from K11, K12, K13, K14)	5	5	5	Very Valid
3	The suitability of learning materials with indicators of competency achievement	5	5	5	Very Valid
4	The suitability of learning materials with indicators of the competencies to be achieved	5	5	5	Very Valid
5	Clarity and order of teaching materials	4	4	4	Valid
6	The suitability of learning strategies (methods and approaches) with learning objectives and teaching materials	4	4	4	Valid
7	The suitability of learning strategies with the characteristics of students	4	4	4	Valid
8	Clarity of learning scenarios (steps of learning activities) with the objectives to be achieved	4	4	4	Valid
9	Learning scenarios (steps for learning activities) describe active learning and reflect scientific learning	4	4	4	Valid
10	Determination of closing activities in learning	5	5	5	Very Valid
11	The assessment covers aspects of basic competence KL1, KL2, KL3, KLA	5	5	5	Very Valid
12	Appropriateness of the assessment technique with the indicators/competencies to be achieved	5	5	5	Very Valid
13	Completeness of assessment learning tools (questions, answer keys, assessment rubric)	4	4	4	Valid
14	Integration and synchronization between components in RPP	4	4	4	Valid
Average				4.2	Valid

From table 2 above, it can be seen that the two validators gave an average rating of 4.2, namely the "Valid" category. The two validators concluded that the Character Education Integration RPP Toolkit Assessment Test could be used after revision. From the assessment of the validators, criticism and suggestions were obtained which were used as consideration for revising the RPP but had been corrected previously.

Validation Results of Teaching Materials (Student Books) According to Experts/Experts

Table 3. Validation Results of Expert Student Books//Material Experts

No	Indicator	V.1	V.2	Average	Category
	Material compatibility with SK & KI	5	4	4.5	Very Valid
	Wide and deep material coverage	4	4	4	Valid
	Easy to understand material	4	4	4	Valid
	Giving enough examples	4	4	4	Valid
	Easy-to-understand examples	3	4	3.5	Less Valid
	In accordance with the lives of students	4	4	4	Valid
	Contains specific, current and concise facts	4	4	4	Valid
	Student centered	3	3	3	Less Valid
	Logical	3	4	3.5	Less Valid
	Concept collapse	5	4	4.5	Very Valid
	Relevance and wholeness of meaning	4	4	4	Valid
	Feedback for self-evaluation	4	4	4	Valid
	Average Score	3,92	3,92	3,92	Valid

From the calculation results of Table 2 above, it can be seen that the average score for the material aspect is 3.92. In the scale table, the value of 3.92 is included in the score interval of $3.6 < X < 4.5$ with the "Valid" category. Based on the results of the material expert's assessment, the teacher's book developed is in the "Valid" category and can be continued with limited trials on students.

Results of Validation of Teaching Materials (Teacher's Book) According to Material

Table 4. Validation Results of Teacher Books Validator I and II

No	Aspects Assessed Validator	Score		Category
		V1	V2	
1	<i>Format</i>			
	<i>Standard book size</i>	4	5	Very Valid
	<i>Equipped with book descriptions (about books and manuals)</i>	5	5	Very Valid
	<i>Clarity of material distribution</i>	4	4	Valid
	<i>Clear numbering system</i>	4	4	Valid
	<i>Match between text and illustrations</i>	4	4	Valid
	<i>Room arrangement/layout</i>	4	4	Valid
	<i>Appropriate font type and size</i>	4	4	Valid
	<i>Harmonious color scheme</i>	4	4	Valid
	<i>Attractive drawings/illustration</i>	4	4	Valid
	<i>Average</i>	4,10	4,22	Valid
2	<i>Language</i>			
	<i>Grammatical correctness</i>	4	3	Less Valid
	<i>Simplicity of sentence structure</i>	3	3	Less Valid
	<i>Clarity of instructions, comments, and problem solving</i>	4	4	Valid
	<i>The language used is communicative</i>	4	4	Valid
	<i>The type of writing used is easy to read</i>	4	5	Very Valid
	<i>Consistent in using typeface</i>	4	5	Very Valid
	<i>Average</i>	3,83	4,00	Valid
3	<i>Contents</i>			
	<i>The material or content is described based on competency standards and basic competencies.</i>	5	5	Very Valid
	<i>The material is in accordance with the learning achievement indicators</i>	4	5	Very Valid
	<i>Content/material truth</i>	4	4	Valid
	<i>Discourse or profiles displayed in context</i>	4	5	Very Valid
	<i>Grouped into logical sections</i>	4	4	Valid
	<i>Assisting teachers in implementing lesson plans that are in accordance with the applied learning model</i>	4	4	Valid
	<i>Explore learning activities openly</i>	4	4	Valid
	<i>Learning activities are laid out systematically</i>	4	4	Valid
	<i>Exercise supports students' understanding process</i>	5	5	Very Valid
	<i>Average</i>	4,20	4,44	Valid
4	<i>Literature</i>			
	<i>Choosing the right type of children's literature</i>	5	5	Very Valid
	<i>Does not contain violence, pornography/pornography, and Sara's discrimination (ethnicity, religion, and race)</i>	4	4	Valid
	<i>Dissertation with illustrations that match the story</i>	4	4	Valid
	<i>Contains educational values</i>	5	5	Very Valid
	<i>Educational values in children's literary texts are easy to find</i>	4	5	Very Valid
	<i>Average</i>	4,40	4,60	Very Valid
	<i>Total Average</i>	4,13	4,32	Valid

Table 4 above shows the results of the validation by the first validator. Aspects of the format of teaching materials are considered good with an average of 4.10. The language aspect used in the teaching materials is considered good with an average of 3.83. Aspects of content or teaching materials are considered very good with an average of 4.20. The literary aspect used in the teacher's book is considered very good with an average of 4.40. The average of all aspects assessed is 4.13 with good category. That is, the first validator assesses the teacher's book has met the validity requirements. While the results of the validation by the second validator. The teacher's book format aspect is considered very good with an average of 4.22. The language aspect used in the teaching materials is considered good with an average of 4.00. Aspects of content or teaching materials are considered very good with an average of 4.44. The literary aspect used in the teacher's book is considered very good with an average of 4.60. The overall average of the aspects assessed is 4.32 in the very good

Commented [SF1]:

category. That is, the second validator assesses the teacher's book has met the validity requirements.

4.2. Discussion

Based on the results of the validation carried out by researchers regarding the RPP learning tools, the integration of character education in the subjects has met the valid categories as stated in the criteria in Chapter III. Emphasizing character education in Civics learning is actualized in planning, implementation and evaluation activities. Each stage in learning must be able to contain and explore the character values to be achieved. In the early stages, namely learning planning, the preparation of the syllabus, Learning Implementation Plan (RPP), and Supporting Devices is carried out. These three things, both the syllabus, lesson plans, and teaching materials are designed so that the content and learning activities facilitate / have an insight into character education. One way that can be done in making syllabus, lesson plans, and teaching materials with character is to adapt learning activities that facilitate the recognition of character values. The learning syllabus contains Basic Competencies (KD), learning materials, learning activities, achievement indicators, assessments, time allocation, and learning resources.

In planning activities, it can be seen from the PPKn learning documents used by PPKn teachers both in the syllabus and the lesson plans. Civics teachers modify several components in making the syllabus and lesson plans by adding directly the type of character they want to achieve after the learning activity ends. According to (Gunawan, 2012) to facilitate learning that helps students develop character, at least it is necessary to make changes to the following three components of the syllabus: 1. Adding and/or modifying learning activities so that they contain learning activities that are able to develop character values. which is desired. 2. Addition and/or modification of achievement indicators so that there are indicators related to student achievement in terms of character building. 3. Adding and/or modifying assessment techniques so that there are assessment techniques that can develop and/or measure character development. The three things that must be modified in the syllabus show that the weakness of our education so far is still only oriented to the achievement of cognitive aspects. through the modification of the character syllabus, it is hoped that it will contain more character values to be achieved. Based on the syllabus document prepared by the Civics teacher, the researcher saw that the teacher had not made modifications in the assessment technique component. For this component the teacher had to choose the form of written test assessment and student attitude assessment. The written form of assessment given by the teacher is only limited to practice questions, while for the observation of his attitude the teacher only does it himself and does not involve the active role of students this is because the teacher experiences obstacles in making good instruments in attitude assessment. Furthermore, the analysis of the documentation on the lesson plan, the researcher saw that in the lesson plan made by the teacher, modifications had been made in the learning indicators. In the lesson plans the teacher has added specifically the type of character to be achieved in learning activities, both in preliminary activities, core activities and closing activities. The preparation of a character lesson plan is basically a short-term business plan that aims to estimate or project the characters that will be internalized in students in learning activities. RPP is a guideline for teachers in carrying out learning activities in the classroom. Ideally, good or bad learning in class one of them is determined from the preparation of the lesson plan.

Likewise, the RPP for character learning must identify the character values to be achieved, the learning activities and evaluations must support the achievement of the predetermined character goals. Based on the explanation of the character syllabus and the steps for preparing the character lesson plans, there are several things that must be modified, namely starting from determining the type of character to be achieved after learning, standard material to achieve predetermined characters, then modification of learning activities, of course in it related with methods and media that help character learning, and the last is an assessment technique in order to find out whether the specified character has been achieved or not. Furthermore, based on data from observations and interviews, the researcher observed that in the Civics learning steps that were carried out, the teacher had tried to integrate the character values to be achieved from learning activities. Starting from the introductory, core, and final activities. In the preliminary stage, the teacher prepares the state of the class and students before starting the lesson, reads a prayer, then attends and asks how the students are doing, apperceptions and tries to connect with the material to be discussed, the teacher also conveys the basic competencies and the scope of the material to be studied by students. This is in accordance with the opinion issued by the Heritage Foundation (Zubaedi, 2012) which suggests strategies that educators can develop in character education, one of which is "building supportive and caring relationships in the classroom and throughout the school.

5. CONCLUSIONS AND SUGGESTIONS

The validity of the Character Education Integration RPP tool above can be seen that the two validators gave an average rating of 4.2, namely the "good" category. The two validators concluded that the Character Education Integration RPP Toolkit Assessment Test could be used after revision. From the evaluation of the validators, criticism and suggestions were obtained which were used as consideration for revising the RPP but had been corrected previously.

This Character Education Integration RPP tool has not fully met the needs of learning resources for junior high school teachers so that similar developments need to be made for other basic competencies.

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