

# Analysis of Character Education Learning Outcomes through Public Speaking Before and After the Program Merdeka in Sumbawa Regency

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**ABSTRACT:** The purpose of this study was to find out and analyze the achievement of character education learning outcomes through public speaking before and after the program merdeka at the North Sebewe Moyo public elementary school, Sumbawa Regency in 2021. The research method used in the study was descriptive and quantitative analysis method with a sample of 50 people. The data analysis method used is the Paired Samples Test. The results of this study indicate that there is a significant difference between before and after in the learning outcomes of character education through Public Speaking in the program merdeka at the Sebewe Moyo Utara public elementary school, Sumbawa Regency, with a sig value of  $0.000 < 0.05$ . The reasons for the change in educational learning outcomes through public speaking were caused by: (1) Direct support from academics. (2) Focus on the maximum process. (3) Effectiveness in the learning process. (4) Cultivate curiosity in students. (5) Educators and volunteer educators have an authentic soul. (6) Educators and volunteer educators have a patient spirit in dealing with the behavior of students. (7) Educators and volunteer educators treat students as if they were their own children or younger siblings. (8) Educators and volunteer educators always inspire students.

**KEYWORDS:** Character Education, Program Merdeka.

## I. INTRODUCTION

Education is generally understood as a process of human social maturation towards the proper level, namely the creation of a complete

human being, which includes a balance of human aspects that are harmonious and harmonious both physically and mentally. Education is also an effort to cultivate character (character), mind (intellect) and the child's body. The three cannot be separated, so that children can grow and develop well, especially in their morals. Young children need an emphasis on character education, because character education is important to instill behavioral values (character). As said by Lickona [11] that character education contains three main elements, namely knowing the good (knowing the good), loving the good (desiring the good), and doing the good (doing the good).

The concept of character education is also considered to have the authority to improve the morals of the Indonesian nation through education. Moral degradation inspires the world of education to formulate the concept of character education, in the form of character values that will be taught to students. The concept of character education aims to shape and improve the character of students who are increasingly declining. The phenomenon of the decline in national character in the country can be caused by weak character education in transmitting national values at the time of generational transfer. In addition, the weak implementation of character values in government and social institutions coupled with the mingling of globalization flows has obscured the moral principles of the nation's culture which are actually of high value. As a result, non-normative behaviors further penetrate into and result in damaging the life of the nation. Citizens who are democratic, have noble character,

are responsible for the welfare of the nation, have noble character, have democratic morals, as stated in Law No. 2 of 1989, Law No. 20 of 2003, has not been realized as expected.

So that with the formation of character education, students will be expected to realize the values they want in a character education goal. As said by Wiyani [20] stated that the purpose of character education is to strengthen and develop the values of life that are considered important and necessary so that they become the distinctive ownership personality of students as the values developed, correcting the behavior of students who are not in accordance with values developed by the school and build a harmonious connection with family and society in playing a shared character responsibility. So that the results of the implementation of character education will lead to the realization of high moral people for the life of the nation.

In line with the above, character education in Sumbawa Regency has been going on for a long time, it's just that the implementation of character education in Sumbawa Regency has reached the implementation of collaborating with other parties in 2021. The implementation of collaboration with other parties was realized in the implementation of the Sumbawa University of Technology independence program in 2021 under the name UTS AJAR . The implementation of the UTS TEACHING program is for three (3) months, namely October to December which is carried out at elementary, middle and high school levels. From the series of activities of the UTS AJAR Program, especially for elementary school, it only focuses on planting character education. This is due to the fact that the basis of a character education starts from elementary school, so that in turn it will form the values that underlie behavior, traditions, daily habits, and symbols that are practiced by all school/madrasah residents and the surrounding community. The culture of the school/madrasah is the hallmark, character or character and image of the school/madrasah in the eyes of the wider community. This is as stated by Frye [5] that emphasizes that character education is a deliberate effort to help someone understand, maintain, and behave in accordance with the values of noble character.

The implementation of character education in Sumbawa Regency for elementary schools begins with the introduction and improvement of public speaking. This is done to make students know the good (knowing the good), love the good (desiring the good). The components contained in public speaking as the basis for

forming student character values are the introduction and training of lectures, poetry, rhymes, and regional dances. The implementation of public speaking in elementary schools is a big hope awaited by educators, especially this public speaking activity is supported by stakeholders. The stakeholder in this case is the Sumbawa University of Technology. Sumbawa University of Technology support in the world of education, especially in the formation of basic character education in elementary schools. For the location of the research, in this case the researcher chose SDN Sebewe as a sample from the results of the implementation of character education learning activities through public speaking. This is due to the decline in the development of the Sebewe State Elementary School compared to other public elementary schools, this can be seen from the number of students in the elementary school which has decreased from year to year and the level of enthusiasm of students in attending school lessons has decreased. This can be seen from the learning outcomes of students in the class and the number of achievements achieved by students at Sebewe State Elementary School.

With the inclusion of the program merdeka at the Sebewe state elementary school in the implementation of character education through public speaking, it is hoped that it can increase the enthusiasm of students to love goodness in the learning process and can shape the character of students and behave well in knowing the surrounding environment. Therefore, researchers will raise about the results of character education learning through public speaking in the implementation of the program merdeka. So it will be expected that there will be significant changes to the students at Sebewe Elementary School, North Moyo District, Sumbawa Regency.

## II. RESEARCH METHOD

The method used in this research is descriptive analytical research method and quantitative method. Descriptive statistics is a statistical method used to describe or describe data that has been collected into information. Descriptive statistics have activities ranging from collecting, processing and presenting data. Presentation of data can be in the form of tables, diagrams, sizes and pictures (S.K, Purwanto and Suharyadi), [17]. While quantitative methods are the methods used to present research results in the form of numbers or statistics (Bambang Prasetyo and Lina Miftahul Jannah), [3]. The use of quantitative methods in this study analyzes the before and after relationships on the results of

character education learning through public speaking in the program merdeka at the Sebewe Moyo Utara Elementary School, Sumbawa Regency. The sample in this study were students at the North Sebewe Moyo State Elementary School, Sumbawa Regency who did rubber education lessons through public speaking.

As for determining the sample, the researcher used a sample with the convenience sampling method, namely collecting samples that were in accordance with the provisions in an easy way to get them. Samples will be selected or taken at the same place or time. Researchers also have the freedom to choose a sample from everyone they meet at that time with consideration of the suitability of the sample with the research to be carried out. The data collection method that will be

used in this study is the questionnaire method, where the author will make a list of relevant questions to the respondents according to the research theme to be carried out. The distribution of the questionnaire is done directly.

The data analysis method that will be used is in the form of a normality test first, and this normality test is the key to determining the right test tool to analyze the results of this study. If the normality test is carried out and it turns out that the data is normally distributed, then the data analysis tool uses the Paired T Test, but if the normality test is carried out and the results are not normally distributed, then the analytical test tool used in this study is the Wilcoxon Signed Rank Test. The data processing uses Statistical Product and Service Solution 20 (SPSS 20) software.

### III. RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

##### Normality Test

Table 1. Kolmogorov-Smirnov Test . One-Sample Normality Test Results

One-Sample Kolmogorov-Smirnov Test

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 50                      |
| Normal Parameters <sup>a,b</sup> | Mean           | 0E-7                    |
|                                  | Std. Deviation | 8.55492164              |
| Most Extreme Differences         | Absolute       | .119                    |
|                                  | Positive       | .080                    |
|                                  | Negative       | -.119                   |
| Kolmogorov-Smirnov Z             |                | .843                    |
| Asymp. Sig. (2-tailed)           |                | .477                    |

a. Test distribution is Normal.

b. Calculated from data

Source: Primary Data Processed in 2022

The normality test has the aim of testing whether the model has a normal distribution or not (Gujarati), [6]. A good model is normal or close to normal data. To find out whether the data is normally distributed or not, the Kolmogorov Smirnov non-parametric statistical test (K-S) can be used for research samples above 50 samples.

Table 1 shows the results of the analysis of the Kolmogorov-Smirnov One-Sample method which shows that the asymp. sig. (2-tailed) of 0.477 > 0.05. This larger value indicates that the data is normally distributed. So it can be concluded that the model in this study has met the assumption of normality and the data is feasible to be tested.

### Paired Samples Statistics

Table 2 below will show the summary results of descriptive statistics from the two samples or before and after learning character education through public speaking in the program merdeka at the Sebewe Moyo Utara State Elementary School, Sumbawa Regency, which shows the average (mean) change in character

education learning outcomes. through Public Speaking has increased from 55.30 to 82.30. This is due to the ability of the students during the learning process of character education through Public Speaking which is easy to understand and imitate and the technique of delivering the teaching staff to students in the learning process of character education is very liked by the students.

Table 2. Results of Paired Samples Statistics  
 Paired Samples Statistics

|                                    | Mean  |
|------------------------------------|-------|
| Results Before Character Education | 55.30 |
| Results After Character Education  | 82.30 |

Source: Primary Data Processed in 2022

### Paired Samples Correlations

Table 3. Test Results of Paired Samples Correlations  
 Paired Samples Correlations

|  | N  | Correlation | Sig. |
|--|----|-------------|------|
| Results Before Character Education & Results After Character Education | 50 | .445        | .001 |

Source: Primary Data Processed in 2022

Table 3. shows the output results between the relationship between the two data or variables before learning character education through Public Speaking in the program merdeka at the Sebewe state elementary school and the variable after learning character education through Public Speaking in the program merdeka at the Sebewe state elementary school. It is known that the sig value is 0.001. As the basis for decision making in correlation, if the sig value is  $<0.05$ , then there is a

relationship between variables. From Table 3 above, it shows that there is a relationship between changes in results before learning character education through Public Speaking in the program merdeka at the Sebewe state elementary school with the variable after the results of learning character education through Public Speaking in the program merdeka at the Sebewe state elementary school, which is marked by the value of  $\text{sig} < 0.05$  or  $0.001 < 0.05$ .

Paired Samples Test

Table 4. Results of Paired Samples Test  
 Paired Samples Test

| Pair 1<br>Results<br>Before<br>Character<br>Education<br>-<br>Results<br>After<br>Character<br>Education | Paired Differences |                |                 |   | T       | df      | Sig.<br>(2-tailed) |       |
|--|--------------------|----------------|-----------------|---|---------|---------|--------------------|-------|
|  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |                    |       |
|  |                    |                |                 | Lower                                     |         |         |                    | Upper |
|  | -27.000            | 9.203          | 1.301           | -29.615                                   | -24.385 | -20.745 | .000               |       |

Source: Primary Data Processed in 2022

Based on Table 4 above, it is known that the value of sig (2-tailed) is  $0.000 < 0.05$ , it can be concluded that there is a significant difference between before and after the results of learning character education through Public Speaking in the program merdeka at the Sebewe state elementary school. This is based on the basis of the decision if the value of sig (2-tailed)  $< 0.05$  then there is a significant difference between before learning character education through Public Speaking in the program merdeka at the Sebewe Moyo Utara State Elementary School, Sumbawa Regency and after learning character education through Public Speaking in the program merdeka at the North Sebewe Moyo State Elementary School, Sumbawa Regency.

**Discussion**

Testing the results of the Paired Samples Test that has been carried out previously shows that in the results of these scores there is a significant difference between before and after learning character education through public speaking in the program merdeka at the Sebewe State Elementary School. The results of the Paired Samples Statistics test also show that the average results show a significant increase in learning character education through public speaking in the program merdeka at the Sebewe state elementary school from 55.30 to 82.30. The implementation of character education through public speaking at the Sebewe State

Elementary School through the program merdeka gave very significant changes to the Sebewe State Elementary School students such as students having a sense of confidence in speaking in public, students being able to produce independent poetry works as well as students are able to perform drama in public with enthusiasm.

Then another impact resulting from the results of learning character education through public speaking is that students have character values, students have an attitude of piety, discipline, tolerance, solidarity, hard work, responsibility, competition and sportsmanship. This is as said by Juwita, Pendi and Kurniasi [8] in their research that character education is a conscious effort made by a person or group of people (educators) to internalize character values in someone else (students) as enlightenment so that students know, think and act morally in every situation. Then through learning methods that contain character values, students have an attitude of piety, discipline, tolerance, solidarity, hard work, responsibility, competition and sportsmanship.

During the implementation of character education learning through public speaking through the program merdeka at Sebewe State Elementary School, inculcating social values, discipline, religious values and loving the surrounding environment are also taught. This is aimed at ceremonial discipline activities every Monday and morning apples other than Mondays, then there are

also marching activities in the classroom before entering class to start learning and there are disciplinary activities through the religious folder, namely charity boxes for giving alms and praying dhuhur in congregation in the school prayer room. and maintaining the cleanliness of the surrounding environment, all these activities are carried out by the school through the habituation method. This is in line with what was said by Septi Wahyu Utami [16] and Ar-Raisul and Nur Aini [2] in their research which stated that the application of character education through disciplinary activities at SDN Gayamsari 01 Semarang has been going quite well. discipline ceremonies every Monday and morning apples apart from Monday, then there are also marching activities in the classroom before entering class to start learning and there are disciplinary activities through the religious folder, namely charity boxes for giving alms and dhuhur prayers in congregation in the school prayer room, all these activities are carried out by the school through the habituation method. With the implementation of this activity, it can be seen that most students already have the expected character with the activities that have been carried out, although there are still some students who do not have good character. Then Ar-Raisul and Nur Aini [2] who said that character education was successfully implemented due to the role of educators with effective educator characteristics, this was supported by the application of learning methods based on loving the environment.

The success of achieving character education learning through public speaking in the program merdeka at Sebewe State Elementary School cannot be separated from the success of the characteristics of the learners and the characteristics of the Sumbawa University of Technology students in assisting the implementation of character education activities through public speaking accompanied by effective teaching techniques. These two elements are the key to the basic capital in the implementation of the character education process, as stated by Leikin & Dinur [12] in their research which states that the role of educators and the characteristics of educators are interrelated although not directly. A child begins the learning process from the first minutes of his life. Students or students have the right to get meaningful services, such as a beneficial environment for an effective learning process. Then also said by Katz [9] that effective teaching (effective teaching) is a set of behaviors carried out by effective educators (effective teachers) in their daily work. Many education experts argue that the effectiveness of an educator

is a combination of knowledge, skills, and personal characteristics.

The successful achievement of character education learning outcomes can be seen from two aspects, namely quantitatively measured based on the results of the Paired Samples Test scores. Where based on these results indicate that there is a significant difference between before and after in the learning outcomes of character education through Public Speaking in the program merdeka at the Sebewe state elementary school. This is based on the basis of the decision if the value of sig (2-tailed) < 0.05 then there is a significant difference between before learning character education through Public Speaking in the program merdeka at the Sebewe Moyo Utara State Elementary School, Sumbawa Regency and after learning character education through Public Speaking in the program independence at the North Sebewe Moyo State Elementary School, Sumbawa Regency. As shown in Table 4 above.

The qualitative achievement of the learning outcomes of character education through public speaking in the program merdeka implemented in the Sebewe state elementary school was caused by:

- There is support from academics which is directly felt by students of the Sebewe Moyo North State Elementary School, Sumbawa Regency. This can be seen from the formation of an independent teaching program by proposing an increase in public speaking in shaping the character of each student. So that students have mental in conveying ideas and ideas. As stated by Albertus, [1] that in the context of educational institutions, academic virtues or virtues that support the achievement of intellectual virtues are the hallmark of educational institutions.
- In the process of learning character education through public speaking in the program merdeka at the Sebewe Moyo Utara public elementary school, Sumbawa Regency, it focuses on the maximum process in learning public speaking which is carried out by educators and volunteer educators in providing motivation to achieve maximum achievement for students. the students. This is in line with what Good Knower in Wibowo [19] said that education should focus more on noble processes, rather than good results but obtained from immoral processes. In addition, it also concerns achievement motivation, having a high curiosity for science (curiosity for higher knowledge), and other basic things. These academic virtues are components of character education in educational institutions.

- The process of learning character education through public speaking in the program merdeka at the North Sebewe Moyo public elementary school in Sumbawa Regency experienced effective achievements in achieving the results. This is because it includes three basic approaches at once, which include class-based education, community and culture. So that it has an impact on success in achieving character education learning outcomes through public speaking. The results of the research in point three are similar to the words of Albertus [1], so that effective character education should include three basic approaches, namely classroom based character education, school culture, and community. Elements of school culture are fundamental to achieving the goals of character education. Cultivating character for students can be achieved effectively through the role of educators who understand and can implement the meaning of character education. It is necessary to have reinforcement factors that are carried out repeatedly so that it becomes a habit and will be entrenched (culturing) in the lives of students to adulthood Suminar, [18]. Sanger and Osguthorpe [15] state that the teacher or educator is an example figure (model or patron) of students (clients) in acting and behaving as well as being an effective supporter and being a responsible figure in students' learning practices, especially in the context of educational institutions.
- The educators and volunteer educators foster curiosity in students so that it has an impact on the students' desire to solve this curiosity. This is as stated by Mulyasa [13] that as facilitators, educators need to create a conducive and challenging environment to meet the curiosity of students so that the learning process can take place effectively and according to needs.
- Educators and volunteers in carrying out character learning to students through public speaking at the North Sebewe Moyo State Elementary School, Sumbawa Regency in the program merdeka have an authentic soul. As for what is meant by an authentic soul as stated by Colker [4] that authentic educators have three characteristics, including 1) sincere, candid, and honest; 2) have a commitment to and choose to teach; 3) care about the needs of students. These three things are shown by the sincerity expressed by the parents, serving by being an educator for a relatively long time, and being able to provide effective teaching to students.
- Educators and volunteers in carrying out character learning to students through public speaking at the North Sebewe Moyo State Elementary School in Sumbawa Regency in the program merdeka have a patient spirit in dealing with various characteristics and behaviors of the North Sebewe Moyo State Elementary School students, Sumbawa Regency. As stated by Gao & Liu, [7] that being patient here does not mean just being patient without taking any action, but being patient with insight and taking action based on the development of early childhood in dealing with their students. Patience is shown through students who have differences in the speed of learning, are always responsive to students' questions, and respond to students who ask to slow down their teaching methods.
- Educators and volunteers in carrying out character learning to students through public speaking at the Sebewe Moyo North Primary School in Sumbawa Regency in the program merdeka treat students as if they were their own children or younger siblings and have sincerity in providing character education through public speaking. As stated by Colker, [4] that enthusiasm for students is a key attribute in the success of character education. Educators treat students like their own children and have sincerity and warmth that radiates from their distinctive smile. This makes educators aware of their identity as educators (Rampa), [14].
- Educators and volunteers in carrying out character learning to students through public speaking at the Sebewe Moyo Utara public elementary school in Sumbawa Regency in the program merdeka also always make their own examples for students to imitate so that students are inspired to make their own works and create a learning atmosphere teaching is full of giving inspiration to students. The role of teachers and volunteer educators as giving learning inspiration (to give learning inspiration), requires teachers and volunteer educators to be able to play themselves as figures who inspire learning for students (inspiring teaching for students), so that learning and learning activities can arouse various thoughts, imagination, creativity, ideas, and new ideas (Mulyasa), [13]; Arifin, [2].

#### IV. CONCLUSION

Based on the results of the research and discussion in the chapters that have been discussed previously, the conclusions obtained from this study are that from 50 samples or respondents, the

results of learning character education through public speaking in the program merdeka at the Sebewe Moyo Utara public elementary school, Sumbawa Regency experienced a significant influence. This is based on the results of the Paired Samples Statistics Test, showing the average value (mean) of changes in learning outcomes of character education through public speaking has increased from 55.30 to 82.30. Then from the results of the Paired Samples Correlations Test, it shows that there is a strong relationship between the results before and after learning character education through public speaking in the program merdeka at the Sebewe Moyo public elementary school north of Sumbawa Regency, this is indicated by the value of  $\text{sig} < 0.05$  or  $0.001 < 0.05$ . And finally, from the results of the Paired Samples Test, there is a significant difference between before and after in the results of learning character education through Public Speaking in the program merdeka at the Sebewe state elementary school. This is based on the basis of the decision if the value of  $\text{sig}$  (2-tailed)  $< 0.05$  then there is a significant difference between before learning character education through Public Speaking in the program merdeka at the Sebewe Moyo Utara State Elementary School, Sumbawa Regency and after learning character education through Public Speaking in the program merdeka at the North Sebewe Moyo State Elementary School, Sumbawa Regency. Changes in the learning outcomes of character education through public speaking in the program merdeka at the Sebewe Moyo Utara State Elementary School, Sumbawa Regency, were caused by, among other things: (1) The support from academics which was directly felt by the students of the Sebewe Moyo North State Elementary School, Sumbawa Regency. (2) In the process of learning character education through public speaking in the program merdeka at the Sebewe Moyo Utara public elementary school, Sumbawa Regency, it focuses on the maximum process in learning public speaking which is carried out by educators and volunteer educators in providing motivation to achieve maximum achievement. to the students. (3) The process of learning character education through public speaking in the program merdeka at the North Sebewe Moyo public elementary school in Kaputaen Sumbawa experienced effective achievements in achieving the results. (4) The educators and volunteer educators foster curiosity in students so that it has an impact on the students' strong will to solve this curiosity. (5) The educators and volunteers in carrying out character learning to students through public speaking at the North

Sebewe Moyo State Elementary School, Sumbawa Regency in the program merdeka have an authentic soul. (6) Educators and volunteers in carrying out character learning to students through public speaking at the North Sebewe Moyo State Elementary School, Sumbawa Regency on the program merdeka, have a patient spirit in dealing with various characteristics and behaviors of the North Sebewe Moyo State Elementary School students, Sumbawa Regency. (7) Educators and volunteers in carrying out character learning to students through public speaking at the North Sebewe Moyo public elementary school, Sumbawa Regency in the program merdeka treat students as if they were their own children or younger siblings and have sincerity in providing character education through public speaking. (8) Educators and volunteers in carrying out character learning to students through public speaking at the Sebewe Moyo North State Elementary School, Sumbawa Regency in the program merdeka also always make their own examples for students to imitate so that students are inspired to create their own works and create an atmosphere teaching and learning is loaded with providing inspiration to students.

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