

Analysis of Teacher Strategy in Developing Character Learning at School

Sjamsi Pasandaran, Deitje Katuuk, Recky H. E. Sendouw

Abstract: *This study aims to examine the effectiveness of teacher strategies in character learning by analyzing teacher mastery of strategies and the ability to implement character learning strategies. Using descriptive analytical methods, data was collected using questionnaires and planning documents for the implementation of learning for 30 teachers. The research findings indicate inconsistency in teacher knowledge about character learning strategies with the ability of teachers to implement them into the learning process. Teacher's conceptual knowledge is good, but it has not been followed by the ability to identify and develop character learning steps associated with character learning resources in the student environment. It was concluded that the teacher had substantial weaknesses in developing character learning strategies. This study recommends a strategy to strengthen the teacher's ability to develop character learning through strengthening pedagogical and professional competencies through both the teacher education curriculum and teacher professional development in a sustainable manner. The character learning strategy must be an important part of the overall process of education and teacher development.*

Index Terms: *Character Learning Strategies, Professional Competencies, and Continuous Professional Development.*

I. INTRODUCTION

Character building is one of the important agenda in terms of the development of Indonesia and it becomes one of the important national goals beside the ability of thinking, and the skill as well. In the context of Indonesian development, character building has a constitutive base as in the order of the opening of 1945 constitution. Implicitly, the whole introductory paragraph of the 1945 constitution contains of Indonesia's characteristic feature which is appreciation and acknowledgement to the values of liberty and freedom, religion, humanity, nationalism, democratic values, and social justice. The noble aspiration about the character building itself still seem to be the important issue. On the recent years, there have been empirical indication that shows the urgency of character building such as (1) mostly seen in the intolerant attitude and behavior, abusive of values and prestige of humanity, the dangerous of national disintegration, national cohesion impairment, reinforcing of individualistic and primordialistic attitude, the attitude and behavior of resistant democracy, and social jealousy caused

by the existing of incomplete social condition. (2) The occurrence of cognitive dissonance which is the the incomplete concept due to the moral values that has been taught within the real action. The moral values and characterization process are still in the cognitive level, just a slogan, exclamation, suggestion and lesson, yet not be transformed in attitude and behavior. This cognitive dissonance shows of how weak the internalizational and institutional values are, so that the transfer values as preferential one has not been the character feature both individual or institutional. (3) The solidify of corruptive behavior making it as " an ordinary crime " and this matter endangers the life of the nation. International tranperancy data for corruption index in 2016(1)showed that Indonesia was at the 90th position in the world. The solid of the corruptive attitude and behavior shows the most basic problem to national character pillar which is honesty.

At school, student are taught about good character by several subjects. Character learning can be truly applied through these several subjects and the variety of learning model. It has been studied that the practical character learning at school is cognitive, learned in the certain subjects, not using the school to be the environment of character learning, and the teachers' comprehensions about it is still limited. In the other hand, the research findings showed that the character learning can be applied through kinds of learning model. Sulastri dan Budimansyah(2) found that the character learning model within the value clarification technique, Anzar Abdulah found that the effectiveness of character learning is through role playing method (3), Aidah Azizah found that character learning is through the story in the textbook (4) Abdulah Hasan found that character building is through the constructive approach (5). Sjamsi Pasandaran stated the integration of character learning in curriculum, that the character learning can be integrated taught through all the curriculum subjects[6]. These research findings indicate that character learning can be developed through various models and learning media.

Character learning is influenced by many factors. Hasanah Viena stated about some factors in character learning both throughout education and youth training. Those factors are requirement analysis, curriculum, the availability of learning substance, duration, learning process and assessment processs (6)Kusumahningrum found hidden curriculum factor in terms of student character development at school. This Hidden character covered values, developing norms and what was happening in learning

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process(7)[Laurie Brady stated that teacher factor which is the values that belong to teachers will be influenced most toward character development process(8). In Laurie perspective, teachers have to be models, they can not teach values more than what they have. It means that teachers must have value that is the valuable preference of themselves. Alex Agboola stated that some constraints in character learning. These constraints are particularly related to opinions and the reality of democratic development, also educational politic of government(9).

The quantity of findings and study also the research finding above show the scope of the problem of character learning is a far-ranging. The study about character learning basically examine about its models, the study about influential factors toward character learning itself, and also the effectiveness of character learning in character development. This research examined and analysed the teachers' strategy in terms of developing character learning at school. The strategy was examined from the strategy of arranging the learning desain, strategy in terms of formulating the study performance, strategy in terms of developing the learning substance, strategy in terms of mastering learning character models, and strategy in terms of developing the syntax learning. Therefore, the research from this article will be adding the study about character learning strategy and to give the empirical base in order to develop the theories about education and character learning.

II. LITERATUREREVIEW

Character education has already been defined by many experts. Character education is always based on the understanding about the education as a process, and it is also always related to value with the standard of behavior whether it is good or bad. Samantha Walters(10) defined character education as in purpose and proactive effort done at school to invest the students the important core which is ethical values such as caring, honesty, fairness, responsibility, and respect to others. In the same perspective, Silvie Mil(11)[stated the definion of character as the process of investing the character values to students include consciousness, comprehension, and commitment to the values of the character itself. Definition. Definition shows the character education as a process of learning to shape good character of the students.

The good character always has three important elements which is knowing the good, loving the good, and doing the good(12). Having the good character means knowing the good values such as honesty, justice, responsibility, and caring. Knowing the good values is not enough to characterize the good character, but also loving the good, and it is better doing good instead. The relevancy of character education with the development of good character is picture down below.

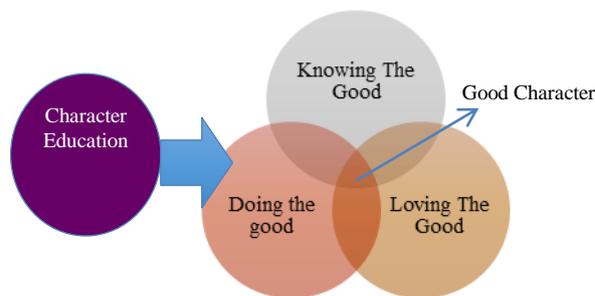


Fig 1. The relevancy of character education and good character

Fig 1. Implicitly shows the nature of character education. Experts like Hoge (2002), Pike (2010), Maeshal, Caldwell and Foster (2011) have the same perception about character education, that it is a media, the way or process to shape character values inside the students to become the good citizens.(9). From all those different perspectives, it can define that the character education is the process of investing the good values to the students so that it becomes the character feature of the student itself. These good values are called pillars of character, Josephson Institute formulated the six pillars of character as follows 1) trustworthiness (honesty, integrity, reliability, and loyalty). (2) respect (civility, courtesy and decency dignity and autonomy, tolerance and acceptance), (3) responsibility (accountability, pursuit of excellence, self-restraint, (4) fairness, (5) caring, dan (6) citizenship(13). In the context of character education in Indonesia, can be said that those pillars of character as values of character education which is religious, honesty, fairness, responsibility, caring, Intelligent, respect, independent, and participation.

Character education at school can be taught from all different study approach. These approaches that has been developed by the experts and implemented at school basically can be grouped into some approaches such as “

1. Integrating character learning to curriculum through learning process whether it is a particular or all subjects. This approach emphasizes the importance of interaction process where through this interaction can create character learning both directly or indirectly. Bruce Joyce has stated that that effect as instructional effect and nurturant effect(14). Instructional effect is the effect of indirect learning like the attitude and character of spirit to study, the consciousness of how important the knowledge is, the attitude to get achievement.
2. Character learning by cognitive approach. This approach was developed by some cognitivism figures like Lawrence Kohlber and Jean Piaget(15). Cognitive approach mostly emphasizes the rational process in character learning. This approach results some learning models such as seperti moral dilemna, value clarification, moral reasoning and decision making, and or rasional building.
3. Approach by the model basis which is teacher as role model(16). On this research, teacher



has very important role as a model. This approach mostly known with non cognitive because it gives emphasizing to the interaction process between teacher and student. On this interaction process makes learning process, so the interaction occurred is the educative interaction. Learning by the model puts the integrity of a teacher as a key factor. This Integrity has the core elements such as honesty, trust, fairness, respect, and responsibility which are the character pillars. The power of this character will be a reflection where students are able to see themselves, comparing their characters to what teachers have. Peterson and Seligman in Rosadah Abd Majid, Manisah Mohd Ali, Alizah mentioned about six dimensions of character strength which is humanity dimension, wisdom and knowledge, courage, transcendence, temperance, and justice[18]

4. Habituation approach. Habituation is a character learning process that emphasizes the action and activity. Character can not be shaped only by advice or lecturing method and discussion, rather it is done by giving the chance to someone to do something so it would be the habit. Kevin Ryan and Roben Bohin stated that there are three important aspects that can be developed through habituation due to good character development which is habits of the mind, habits of the heart, and habits of action.(12). By habituation, someone can be shaped to have the habit of positive thinking, taking everything positive, the habit of doing right or doing and having the good behavior as well.
5. School as a learning environment. School is a learning environment and becomes such a very effective media in terms of developing student's character. School has to be the environment and community side where there can be developed characteristic culture. School has to be acculturation media for the cultural values that is possible to have the strong characterization process. Colin MacMullin and Lina Scalfino in Terry Lovat, (17) described the comprehensive change of school as the environment of character learning. It is said that every school has core values as the vision, culture that has to be developed, and true personality to become school, student, and teacher characteristic in all policies and its practical implementation for some of the activities and efforts at school. These values have to be implemented in structure, policy, and practical learning at school. This whole effort will be influenced by the vision of the school that contains transfer values, headmaster and teachers' authentic leadership, school accountability, and also contextual influence of school, school environment, and development of society. The whole effort of school in terms of developing character learning will depend on school management. Research finding of Deitje Katuuk(18) had strengthened the fact that school management has the important role in terms of

empowering character learning process at school. This school management covers effort started from the development of learning strategy until creating and developing cultural values at school environment.

Teacher has important role in learning and shaping student's character at school. Research findings by Mehmet Ulgr(19) showed that education and such effort of character learning at school was influenced by the system of value in teacher's trust. Frank Reichert(20) through comparative study in 12 countries found out the influence of teacher's trust system toward karate learning at school, while Yunis, Olger(21) found out that teacher's perspective toward value education is influential to character learning at school. Therefore, it will be studied in this part about two main study which are teacher as a role model, pedagogic ability and teacher professionalism in order to develop character learning strategy.

1. Teacher as a role model in character learning. Role model or in this perspective is signified as teacher's led by example. Sandra Cooke from the result of her research had written about teacher's role in order to shape student's character. 84% parents believe that teacher has a role to grow morality and good values inside the student. The main and important feature of teacher being the example or teacher as a model in character education and learning is teacher's character itself. Teacher would not be able to give more to his/her student than what is belong to her/him. Teacher would not be able to teach the character if he/she does not have the character he/she teaches. Practically, we can say that teacher would not be a model or example in teaching and helping the discipline inside the student if the teacher him/her self has never showed the discipline or does not have it in his/her self. The character of teachers will make them to have integrity, so that they will be able to be the models and examples. Angela Lumpkin defined integrity that "integrity means consistently doing what is right, even when it would be easier to do something that is personally more beneficial"(16). Teacher has to be able to show consistency between what is said and what is done by the teacher.
2. Pedagogic competence and teacher professionalism in character learning. Teacher competence and its implication toward the effort of teacher in developing character learning strategy at school is the study that was done mostly. Natasa Pantic(22) stated the conceptual framework of teacher's competency that has been done in terms of strengthening character learning process at school. According to Natasa, teacher competence has to cover the knowledge and understanding ability to character learning concept having values and moral sensibilities. These sensibilities are important because character education and learning are the process ethic and normative

interaction. Teacher also has to have belief and personal identity which are the true personality and teacher's personal characteristic of integrity. The range of competence that was stated by Natasa Pantic points to personal competence, social competence, pedagogic competence, and teacher's professional competence. Muhammad Abduh(23) found that these four competences play role in the process of student friendship development at school. This atmosphere of friendship points out to character feature such as respect, caring, honesty, and fairness. By the model of Child-Friendly School, it can develop children's characters like appreciate one another, caring, responsible, and honesty. Teacher's competence whether it is professional, pedagogic, social or personal will be helpful for the teacher in order to apply this learning model.

- There are some important aspects of teacher's competence in personal, social, pedagogic, or professional that has to be mastered and had by the teacher so those can support the development of character development strategy. In the relation, Darcia(24) stated that the effective learning is the one that can increase both academic superiority and development of children's moral and character. Therefore, the range of pedagogic competence and professional competence are not enough to just focus on mastering practical learning strategy, but also knowledge and the ability to develop the value contained in every learning interaction. Learning activities have always contain values and character that can be developed. Colin MacMullin and Lina Scalfino(17) stated the core values that can and need to be developed through learning so that it can be the character of the student. Those values are respect, interdependence, excellence, creativity, and human rights. Teachers with the competence that they have must develop this learning strategy that can expand the core values to be having by students, which is respect or character that characterized by the ability to value and appreciate someone's ability and accomplishment. Interdependence points out the consciousness of dependence one another to strengthen the character of teamwork. Excellence is the character that marked by curiosity, the high motive to achieve, and always be oriented to the quality. Creativity points out the creativity of learning by using various methods and human rights is character that marked by the ability to value the human rights.

III. METHODOLOGY/MATERIALS

Research method used was analytic descriptive method, based on consideration that character learning process needs analysis toward characteristic not only in characteristic of academy but also value and moral. Data was collected by using questionnaire and interview, collected by 30 teachers from 6 elementary school. The choosing of school and

respondent were determined purposely. The material of character learning strategy that had been developed by teacher was seen in (1) the ability to arrange character learning plan, (2) the ability to arrange the goal of learning that contains character, (3) developing learning substance that contains character, (4) mastering character learning models, and (5) the ability to develop the syntax of character learning models. Data was processed and analyzed statistically descriptive to get tendency and pattern of teacher's strategy in order to develop character learning. The analysis of a tendency and the strategy pattern was viewed from the usage of character learning approaches.

IV. RESULTS AND FINDINGS

Teacher's ability in developing character learning plan is pictured in Fig. 2. It is seen that teacher's ability in arranging the goal of learning that contains character shows the good value which is in the scale 70. This ability is followed by the ability to develop the strategy in arrangig the material, choosing media, chossing the source of study, and the assessment of study result. Those abilities are in the scale of 60. The lowest point which is 50 is the conformity of character learning strategy, the conformity of developing the steps (syntax) of character learning, and the developing of character learning source.

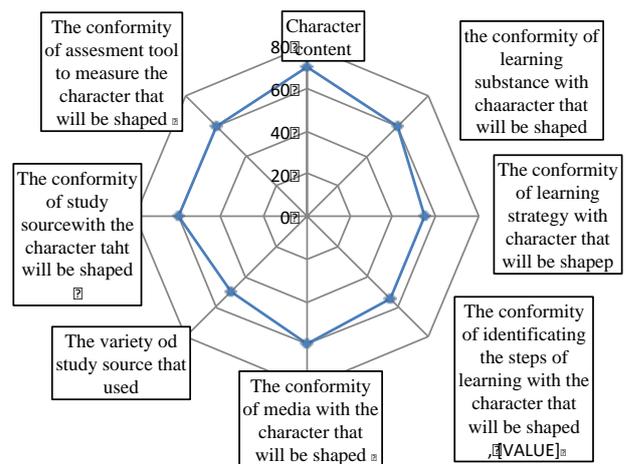


Fig. 2. The strategy of arranging character learning strategy

Teacher's strategy is seen from the ability to arrange the performance of learning contained character. The strategy to arrange the performance of learning contained character can be seen in Fig. 3.



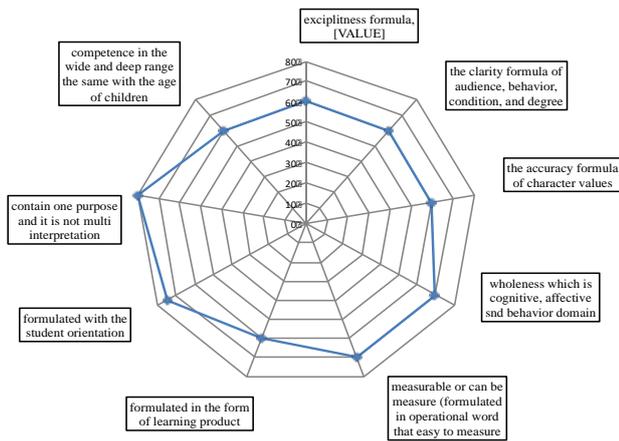


Fig. 3. He strategy to arrange the performance of learning contained character

Fig. 3. strategy in arranging the performance of learning contained character to students, measurable, and it also covered entire cognitive domain. The weaknesses of the formulated learning performance appeared on the its explicitness, the clarity of audience’s performance, accuracy of formulated value of character, had not oriented to product or behaviour, and the depth level as well as how wide the learning performance.

Teacher’s strategy in developing the teaching material that contains character building. The strategy may be seen in Fig. 4.

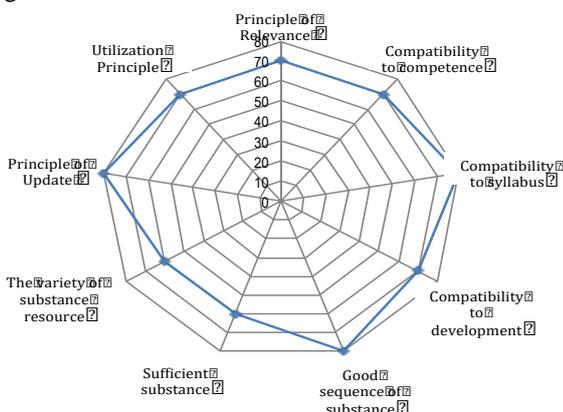


Fig. 4. Strategy to develop teaching substance that contains character

Fig. 4. confirmed that the best strategy was the ability to comprehend the principles of the updated teaching substance, and a good sequence of the material and its compatibility to syllabus. This ability was followed by the ability to arrange a strategy in fulfilling the relevance principle, suitability to the learning performance, utilization principle and the compatibility to development. The strategy that had been developed and increased was the strategy to fulfil the scope of substance and strategy in developing the variety of learning source.

Teacher’s strategy in the mastery of character education. Teacher’s strategy in mastering the models of character education, was visible that as a whole, teacher had sufficient knowledge and mastery. The best ability was the ability to arrange and formulate the instructional effect, and strategy

in preparing the supporting system such as infrastructural tools. This strategy was followed by strategy in mastering the models of character building, the comprehension of the learning model syntax, the mastery of character education principle, and the utilization of media in each learning models. The strategy configuration is depicted in Fig. 5.

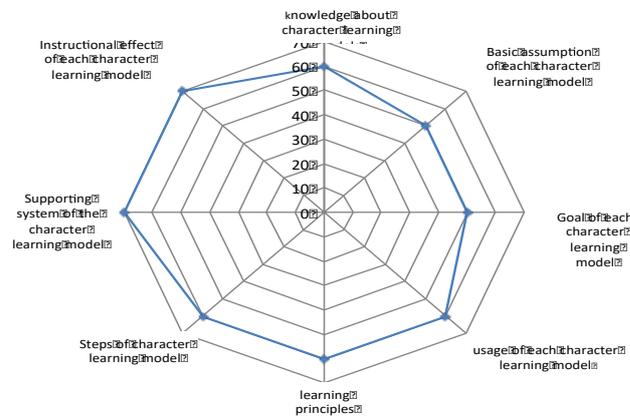


Fig. 5. strategy in mastering learning models of character

Teacher ‘s strategy in developing syntax of character learning. The image of teacher’s strategy in developing the syntax of character learning is depicted in Fig. 6.

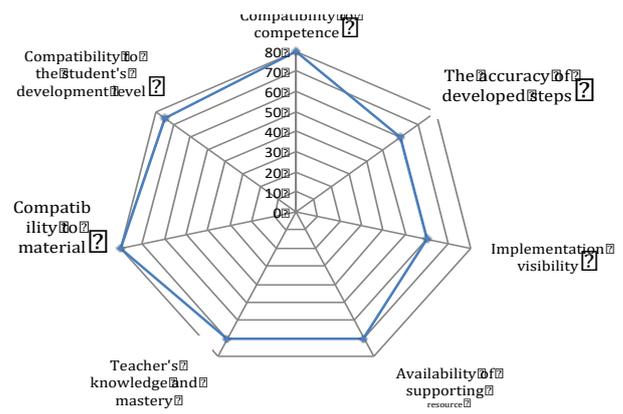


Fig. 6. Strategy of identifying and implementing the syntax of character learning

The best strategy appeared in teacher’s ability to formulate the learning syntax according to the learning outcome and the compatibility to the material. This ability was followed by teacher’s strategy in mastering learning syntax, in fulfilling the principle of syntax compatibility that had been developed in line with student’s development, and the strategy in fulfilling the availability of supporting resource. The strategy which was lacking was teacher’s strategy on the accuracy of learning syntax implementation, and in meeting the demand on the visibility principle of learning syntax in each learning model.

The arrangement of learning strategy and design was an important indicator particularly pedagogical competency. This research showed that the finding on teacher’s ability had to be on attention in arranging the strategy of character learning, particularly in arranging the design of character learning. This

weakness might be the basic one, for teacher ought to possess the ability and to be able to identify the learning syntax. Each learning model had different syntax compared to one another. The learning syntax was based on the feature and characteristic of each model, which ought to be mastered by a teacher to imply a learning model. The effectiveness of a learning model implementation would be determined by the mastery and the capability of teacher in identifying the learning syntax

The third aspect was the learning strategy in fulfilling the compatibility principle between learning strategy and its goal. The characteristic of character learning goal in form of nature and character became an obstacle to teachers in terms on improving the learning strategy. It would be easier for teacher to arrange learning strategy to reach the learning goal as knowing the good rather than learning strategy to raise the feeling of living the good moreover doing the good so that it could be a habit either habit of the mind, habit of the heart and habit of action. Teacher ought to be able to develop the strategy that could improve the entire three learning domain. The weakness in identifying learning strategy would cause a cognitive learning if teacher only put attention to the 'knowing the good' aspect. Learning models arranged by Bruce Joyce, Marcha Weil and Emily Calhoun were the models that could be implied to improve the whole learning domain.

Beside the weaknesses, other finding showed that teacher's strategy in improving character substance in learning was excellent. Teacher was able to identify character values as the content of character learning that needed to be built. The character values were team work, responsibility, discipline, and task performance. Character values that would be developed through learning process on each learning model by Bruce Joyce was called nurturant effect. The finding showed that teacher was able to arrange the strategy to identify nurturant effect. Nurturant effect had important role which was becoming a guideline on character values that would be built through learning process, strengthening the implementation of learning strategy, and becoming a standard in assessing student's nature and character.

The learning outcome was an important element in a learning design, for the outcome was the learning goal. The learning goal determines the material, method and strategy, as well as the assessment. In character learning, outcome had to cover not only knowing the good but loving the good which had to be formulated as attitude, and doing the good as moral behaviour. The finding showed four important aspects in arranging the learning outcome as teacher's point of weakness. These four aspects were formula explicitness, the precision of character value, audience clarity, and learning goal in form of attitude particularly behaviour as a product. In the formulation of learning goal, there were learning domains that needed to be obtained namely cognitive, affective, and psychomotor. The expert such as Benyamin Bloom, Davi Krathwohl and Anita Harrow [29] had highlighted taxonomy to each domain that needed to be the guideline in arranging learning outcome. Taxonomy of each

domain had a role as a guideline in doing the assessment

In the context of character learning, this finding showed some important principles in the formulation of character learning outcome namely principle of explicitness which stated that knowledge, attitude and behaviour had to be explicit. The explanation over audience's clarity was the formulation had to be in line with student's characteristics, principle of accuracy and clarity of the character values that would be developed, product-oriented principle which was measurable attitude and behaviour. Cognitive comprehension was important to develop attitude and behaviour, yet was still insufficient. The formulation of values to develop attitude and behaviour had to be precisely developed. The depth and width were relevant to student's improvement either in emotional aspect, cognitive, and social background.

Teacher's strategy in developing the material would show the basic weaknesses particularly the strategy in developing the variety of material resources and scope either the width or depth. This weakness was consistent to the finding about strategy in developing and utilizing varied learning resources. This finding was consistent to the fulfilment of utilization principle, compatibility to competency, compatibility to development, and the principle of relevance in improving the learning substance. The best strategy is the strategy in fulfilling the updated principle, compatibility to syllabus, and the principle of good sequenced material.

Azkiya, formulated some strategies that could be implied in integrating character values in learning or learning substance. These strategies integrated the character values into the lesson, improved character values in learning activity, integrated those strategies into the used learning method [30]. The same finding found by Sjamsi Pasandaran showed that character values could be integrated and could be a curriculum content including learning content [6]. The research findings confirmed about various of strategy that could be utilized by teacher in order to improving the teaching substance that contains character value.

Teacher's knowledge and comprehension on learning models were important indicator of the competence either professionally or pedagogically. This finding showed the aspects of competence that were still becoming weakness of teacher's competence. This weakness was precisely placed on the mastery of theoretical assumptions and the goal that based each learning model. These theoretical assumptions were the important characteristics of pedagogical competence. This weakness also showed the weakness of teacher's education in strengthening the mastery of assumptions or theoretical bases as well as the purpose of each learning model. In the context of character learning, the mastery of theoretical bases and the purpose of varied character learning models were the important part of pedagogical and professional competence of teacher to be able to improve the educative learning [31].

The urgency of learning model mastery, appeared in Sonia Guerriero's thought on general pedagogical



knowledge such as the mastery of methodological principles and learning models that needed to be mastered by teacher. Other than that, teacher ought to mastered pedagogical content knowledge which was the knowledge that was integrated to the subject. These research findings confirmed Sonia's thought that the mastery of general pedagogical knowledge would have impact towards teacher's ability in improving learning strategy. Teacher's ability in improving various models of character learning would be excessively delimited by teacher's ability in mastering the models of character learning. therefore, this research showed the important aspects that needed to be improved and strengthened through teacher's education either academically or professionally, and the coaching of advanced profession through in-service training activity.\

The ability of improving the learning syntax was precisely a prominent weakness of the strategy. The research finding showed that the appropriate weakness in developing learning syntax could be explained by the findings about the weakness of teacher's strategy in terms of the mastery of character learning models, the development of character content in learning, the development of various character learning source. It meant that the weakness on the mastery of learning models, the ability of integrating character values into the teaching substance and the teaching itself would contribute implication on teacher's strategy to improve an appropriate learning syntax.

Syntax was the learning step, each learning model had different syntax, according to characteristic each learning model including character learning. Syntax urgency in each learning model was depicted from Khalil Hasan Nogal's finding about syntax improving the ability of the advanced-thinking, student-entered learning, problem-based learning and dilemmatic learning [32]. Therefore, Bruce Joyce, Marsha Weil and Emily Calhoun develop syntax to each learning model [15]. Character learning had syntax that needed to be improved by any teacher. Learning models such as cooperative learning, portfolio, contextual teaching and learning, rational model building, value clarification technique had different syntax in teaching character values. The weakness of teacher's strategy in improving syntax would affect in learning process, especially in the process of learning and forming the character values

The research finding highlighted above implied important things. First, the weakness of teacher's strategy in improving character learning would have implication on learning improvement in which lack was still on the sight yet oriented and had the quality of cognitive with teacher-centered approach, in addition, it did not support the students active learning through student's participation in learning activity that could raise the character values. Secondly, the weakness of teacher's strategy in improving character learning implied the weakness of teacher's educational system and the attempts of advanced professional training. Misperception about educational system this far, had been becoming one of factors that weakened teacher's strategy in improving character learning. Thirdly, this finding

confirmed aspects such as general pedagogical knowledge that covered the mastery of the development of scientific bases, bases of learning model as well as the implication of the development of educational paradigm on the whole form of competence or learning outcome namely cognitive, affective, and skill or attitude. Fourthly, character learning was integrated with curriculum and school arrangement to be a character learning environment.

V. CONCLUSION

Based on the analysis of research finding highlighted, it could be concluded that teacher's strategy in improving character learning was still weak. The weakness confirmed about the how weak general pedagogical knowledge and pedagogical content knowledge about character learning. Character learning became more cognitive, rather than enforcing student to actively learn through activities that might be able to raise character values. Re-orientation was necessarily recommended along with the ability forming and implementation skill on pedagogical content knowledge about character learning strategy. It was considered necessary to develop learning paradigm of teacher's education and value-based professional training/coaching.

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Authors's Profile



Sjamsi Pasandaran currently works at Manado State University (Unima) as a Professor in the Pancasila and Civics Education Study Program. He is also a lecturer in the Postgraduate Program with expertise in Social Sciences Education and Civics Education. He had been involved in the Project for Establishing a Campus Integrity Zone carried out with the Corruption Eradication Commission; The Portfolio Learning Project "became a good citizen" by the Center for Civics Education, USA. He is also involved in human rights projects for refugee protection with the Indonesian National Police and UNHCR. Currently also serves as a Quality Assurance at National Higher Education Accreditation Agency. He has published several books and articles published in proceedings and journals.



Deitje Katuuk is a professor at the Education School Primary Education Study Program, Manado State University and also teaches in the Unima Postgraduate Program in the field of Primary School Education Management. She currently serves as the vice rector of the academic field. She has published several books and articles published in proceedings and journals.