



Analysis of the Implementation of National Character in Realizing the Learning Achievement of Social Sciences Education Students at Universities in Pekanbaru City

M. Yogi Riyantama Isjoni^{1*}, Nurdiansyah¹, Non Syaflidi¹, Atqo Akmal², Mifta Rizka¹, Filma Aliya¹

¹ Universitas Riau, Riau, Indonesia

² Universitas Islam Negeri Imam Bonjol, Sumatra Barat, Indonesia

m.yogi@lecturer.unri.ac.id, nurdiansyah707@gmail.com, syahriadipko@gmail.com, akmal.atqo@uinib.ac.id

*corresponding author: m.yogi@lecturer.unri.ac.id**

ABSTRACT

Character education is the process of providing guidance to students to become complete human beings with character in the dimensions of heart, mind, body, as well as feelings and intentions. The campus is part of the education system, which is a place for students to learn in terms of knowledge transfer and behavior. Character education is important because it teaches habits of thinking and behavior that help individuals to live and work together as a family, community and nation and helps them make accountable decisions. This research is based on the idea of how to determine the level of responsibility, independence and discipline as part of the national character in realizing the achievements of students majoring in Social Sciences at UNRI (Riau State University) and UIN SUSKA (Sultan Syarif Kasim State Islamic University). This research aims to determine the analysis of national character and to determine the hopes and challenges of social studies education students at state universities throughout Pekanbaru City. The number of samples used in this research was 179 students majoring in social studies education at two universities, namely the University of Riau and the Sultan Syarif Kasim State Islamic University. The data collection method uses a questionnaire. The analysis technique used in this research is a qualitative approach. The results of the research show that the character of discipline is at a score of 83% and then the character of independence gets an average score of 83.9% and then the character of independence gets an average score of 84%. Meanwhile, the never give up attitude received an average score of 83.4%. The research results show that independence gets the highest average score.

Keywords: national character, learning achievement

Submitted	Accepted	Published
16 November 2023	29 December 2023	30 January 2024

Citation	:	Isjoni, M.Y.R., Nurdiansyah., Syaflidi, N., Akmal, A., Rizka, M., & Aliya, F. (2024). Analysis of the Implementation of National Character in Realizing the Learning Achievement of Social Sciences Education Students at Universities in Pekanbaru City. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 8(1), 13-23. DOI: http://dx.doi.org/10.33578/pjr.v8i1.9705 .
-----------------	---	---

INTRODUCTION

This research aims to determine the analysis of the national character of social studies education students at state universities in Pekanbaru City and to determine the hopes and challenges of students in implementing national character to realize learning achievement. This research is very interested in examining how the national character in realizing the learning achievements of students in Pekanbaru City. This research is based on the idea of how to determine the level of responsibility, independence and discipline as part of the national character in realizing the achievements of students majoring in Social Sciences at UNRI (Riau State University) and UIN SUSKA (Sultan Syarif Kasim State Islamic University).

Character is a continuous and eternal quality or trait that can be used to identify an individual (Fathurrohman et al, 2017:16). Educational institutions as places for students to gain knowledge have duties and responsibilities in the process of forming students' character through learning. After going through the learning process, one thing that cannot be separated from attention is the extent to which students are able to absorb the lesson material they receive.

Learning achievement is the level of success achieved from an activity or business that can provide emotional satisfaction and can be measured with certain tools or tests. According to Slameto (2015:140)

learning achievement can be seen through three things, namely cognitive skills, affective skills and psychomotor skills.

According to Syah (2015:216) "Learning achievement is the disclosure of ideal learning outcomes covering all psychological domains that change as a result of students' experiences and learning processes." According to Wahab (2015:244) "Learning achievement is the level of success achieved from an activity or business that can provide emotional satisfaction and can be measured with certain tools or tests." According to Syah (2015:217-218) Learning achievement indicators consist of 1) cognitive domain, 2) affective domain, and 3) psychomotor domain

Character education aims to build characteristics so that they have characteristics and are inherent in behavior in everyday life. Strengthening the character of students must be formulated through appropriate strategies by schools so that the possibility of success in achieving goals can be optimized. (Diggs & Akos, 2016; Fahrilyani et al., 2019) The same opinion was expressed by (Raihani, 2011; Sukadari et al., 2019) that strategies for strengthening character education in schools that are planned and implemented have a big influence on the formation of the character of participants educate. According to the results of research conducted by Tatmunigsi (2017), several approaches that can be taken to educate children to have character include proper child discipline. Discipline has an influence on realizing student learning achievement. Then, according to Arip Alimin (2014), the influence of character education on learning achievement in productive subjects for students with competency in industrial electronics engineering skills at SMK N 1 Losarang, Indramayu district. The research results show that character education has an effect of 18.2% on learning achievement.

This research only focuses on 5 national characters, namely responsibility, independence, never giving up and discipline. The characteristic aspects of students who have discipline, responsibility and independence are important foundations in the rise and fall of learning achievement. Based on the opinion of previous researchers, the relationship between student character and student learning achievement (Fatma Abdullah, 2018). Therefore, the author was interested in conducting in-depth research on How to Analyze the Implementation of National Character in Realizing Learning Achievement for Students of the Social Sciences Department at the University of Riau (UNRI) and the Sultan Syarif Kasim State Islamic University of Riau (UIN SUSKA).

LITERATURE REVIEW

Responsible Character

The Ministry of National Education's definition of the value of responsibility (2010:10) describes responsibility as a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty. . Meanwhile, Munir (2010:90) states that responsibility at the lowest level is a person's ability to carry out obligations due to encouragement from within him. Responsibility for learning, according to Lewis (2004:385) is a person's willingness to carry out learning tasks as well as possible with all the consequences that accompany it. Responsible people have the belief that they have something of value to give to others and believe that other people are able to feel the same way about them.

Responsibility in learning is the obligation to complete the tasks that have been received completely through maximum effort and having the courage to bear all the consequences. A responsible individual is an individual who can fulfill his own duties and needs, and can fulfill his duties of responsibility towards the surrounding environment well. Individuals must be trained continuously, so that they become responsible individuals.

Syafitri, (2017:58) states "Responsibility is also defined as a task that is capable of carrying out the achievement of the student's competence. Students who are not responsible for learning will get less than optimal results, so that the student cannot know the extent of his abilities." A sense of responsibility does not arise automatically in students, therefore, instilling and fostering responsibility at school also has a big influence on students' attitudes. Rustam, et al. (2016:2) states "Responsibility is human awareness of behavior

or actions whether intentional or unintentional, responsibility also means acting as an embodiment of awareness of obligations, responsibility is also an obligation that needs to be carried out and applied in everyday life days in order to achieve peace, tranquility and discipline in actions and deeds.” A person who is based on a sense of responsibility can increase the development of his potential through learning in accordance with the hopes and desires of himself and the surrounding environment.

Listianti (2012: 8) states that the attitude of responsibility for learning includes a person's attitude or behavior to carry out his duties and obligations, which he should do, towards himself and other people and the surrounding environment. According to Fitri (2012:43), there are 4 indicators of responsibility, namely as follows. 1) Doing assignments and homework well, 2) Taking responsibility for every action, 3) Completing assignments according to a predetermined schedule, 4) Carrying out group assignments together. It can be concluded that character education has the aim of improving attitudes or getting students to be responsible for everything they do, because character education will be better if it is done from an early age.

Character of Independence

Independence is the ability a person has to do something and be responsible for it (Fadhillah & Faradina, 2016). Independence can be applied in many ways, one of which is independent learning. Learning independence is an important attitude for students to have. According to Enung Fatimah (Ade: 2016) independence is the state of a person who has a competitive desire to progress for his own good, is able to take decisions and take the initiative to overcome the problems he faces, has self-confidence in carrying out his duties and is responsible for what he does. Meanwhile, according to Herman Holstein (Miftaql: 2016), independence always helps the learning process by activating knowledge, strengthening and securing what has been learned and providing motivation in connection with the willingness to learn.

The character value of independence is one of the important things that schools must develop in order to form an independent young generation. Independent students are expected to be able to 1) be more confident in their actions, 2) consider opinions and advice from other people, 3) have the ability to make decisions, and 4) not be easily influenced by other people (Fajaria, 2013: 12).

Student learning independence can be measured using a questionnaire. To make it easier to measure the level of learning independence (Zimmerman, 2008), divide the attitude of independence into 3 stages, namely preparation, implementation and evaluation. Each stage is divided into several indicators. The implementation stage is divided into three indicators, namely learning objectives, determining learning resources, and learning strategies.

Disciplinary Character

Discipline in all things will influence the final results of a series of activities undertaken. A disciplined attitude must be instilled in every student in order to achieve a good education. Good education is obtained from a smooth teaching and learning process, so all students must obey the rules with a high sense of discipline. Discipline is a condition that is created and formed from a series of behaviors that show the value of obedience, compliance, loyalty or attachment to a set of rules and regulations.

Disciplinary character is the attitude and behavior that arises as a result of training or the habit of obeying rules, laws or orders (Samani; 2012: 121). They can be said to have discipline if they can differentiate or understand right and wrong behavior and can obey the rules well without having to be rewarded or punished. Such an attitude will make a person easily accepted by his environment because discipline can form positive social interactions (Aulia, 2013: 36-49).

There are two types of discipline, namely time discipline and action discipline. This was expressed by AS Moenir (Arga, 2012: 29) that there are two types of discipline that are very dominant in the effort to produce goods and services in accordance with what the organization desires. both disciplines in terms of work or actions. These two types of discipline are an inseparable unity and influence each other. It could be that someone arrives on time, but does not immediately act according to the organization's provisions, which is essentially detrimental to the organization.

Never Give Up Character

Never give up is an attitude of someone who does not easily give up and give up in situations and is able to rise from adversity. An attitude of never giving up is always accompanied by an attitude that is always optimistic in facing the problems that come our way. Never giving up also reflects determination and tenacity to keep trying, learn from experience, and get back up every time you experience failure. It involves the ability to motivate oneself, focus energy on goals, and overcome obstacles with grit and optimism.

An attitude of never giving up is an important quality in achieving long-term success and achievements in various aspects of life. In line with the opinion based on the book *Never Give Up*, Toha Mohtar, (2021:16), the meaning of never giving up is an attitude of not giving up easily or being broken. a person's enthusiasm when facing various obstacles in order to achieve a goal. According to Arianti, W. F. (2021) Reflection of the value of entrepreneurship in building national character, namely (the nature of being brave and never giving up) is someone who dares to take risks and never gives up in achieving the ideals of his struggle.

METHOD

This research method uses quantitative descriptive research. According to Sugiyono (2016:9) the quantitative descriptive method is quantitative descriptive research analysis used to analyze data by describing or illustrating the collected data as it is without the intention of making general conclusions or generalizations. The research population was all students majoring in social studies education at two state universities in Pekanbaru City. The sampling technique was stratified random sampling technique with a sample size of 179 students. Quantitative research that is descriptive in nature aims to describe a situation or phenomenon. Descriptive research is research that attempts to describe a symptom, event, incident that occurred (Arikunto 2010). The data collection technique for distributing questionnaires uses Google Form.

Table 1. Research Instrument Grid

No.	Indicator	Sub Indicator
1	Learning Discipline (Tu'u)	Punctuality will affect performance. Follow existing rules and norms. Order during the learning process.
2.	Responsibility (Listianti)	Doing the job well Able to complete tasks according to schedule. Able to take responsibility for actions.
3.	Independence (prayuda)	Able to think critically and innovatively. Have a strong stance. Solve problems yourself.
4.	Never give up (Carrol S. Dweck)	Focusing on efforts and efforts Maximum to achieve goals. View failure as the first step towards success. Ready to continue learning and improving.

The instrument used is a questionnaire consisting of four parts: Part A is intended to obtain student identity data which will later be used as supporting information; Part B is intended to obtain data regarding the responsibilities of Social Sciences Education students in attending lectures; Part C is intended to obtain data about the discipline of Social Sciences Education students in attending lectures; and section D is intended to obtain data about student independence in carrying out lectures in the campus environment. The data analysis technique uses a qualitative approach. According to Bogdan and Taylor quoted by Lexy.J. Moleong,

a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

RESULTS AND DISCUSSION

Data obtained from e-questionnaires distributed to 179 research samples showed that 110 people or 61.5% of the total sample were female students and 69 people or 38.5% of the total sample were male students. The following is presented in Figure 1.

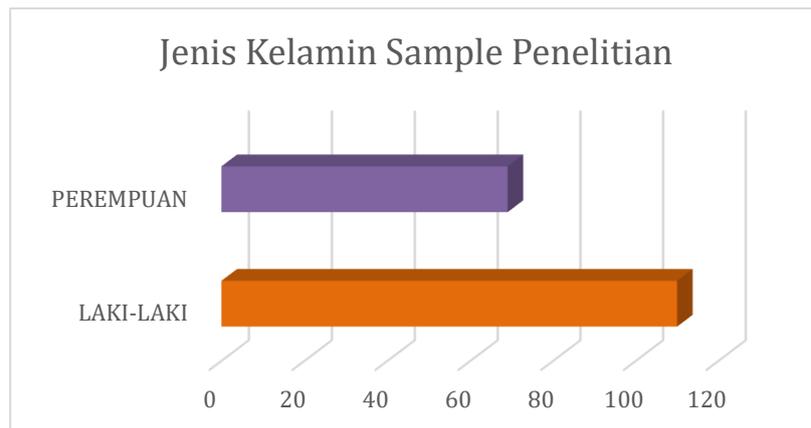


Figure 1. Gender of research sample

The students who were the samples for this research were social studies education students in Pekanbaru City spread across 2 state universities, namely: 60.3% of the sample were social studies education students at Riau University, and 39.7% of the sample were social studies education students at Sultan Syarif Kasim State Islamic University. . The sample is active students in the even semester of the 2023/2024 academic year who are currently carrying out learning activities. The detailed distribution of the research sample can be seen in Figure 2.

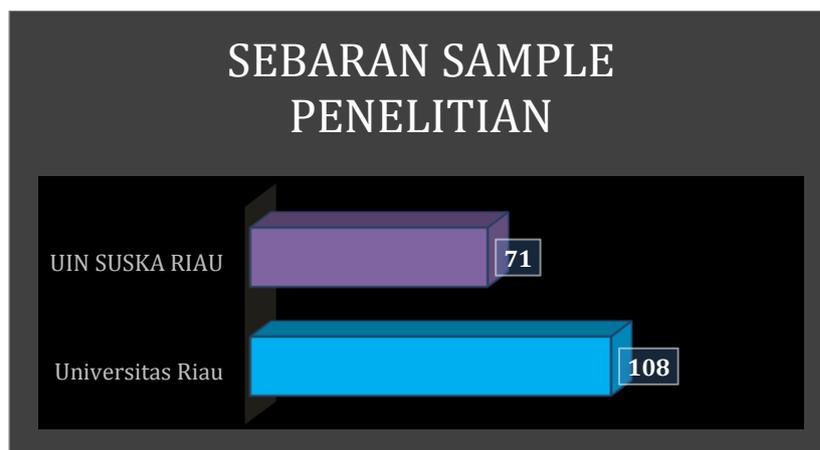


Figure 2. Distribution of research samples

The students who were sampled in this research were 67 students who were taking part in learning activities spread across semester 2, 58 people in semester 3 and 54 people in semester 5. The distribution of the data is presented in Figure 3.

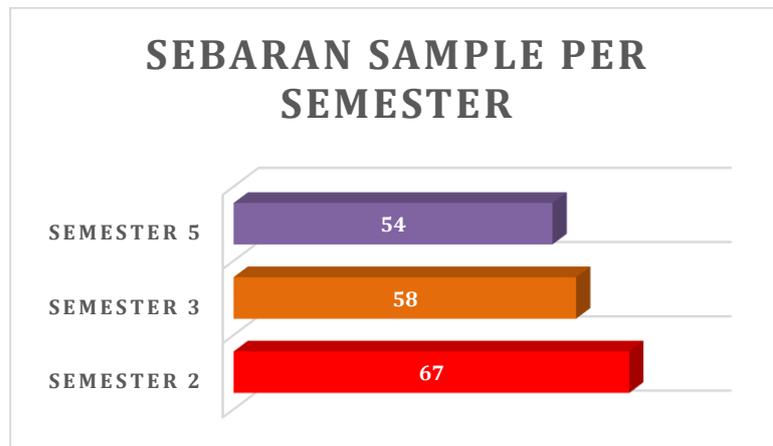


Figure 3. Distribution of samples per semester

Analysis of the National Character of Social Sciences Education Students at Universities throughout Pekanbaru City

The first problem formulation in this research is: How is the National Character Analysis in realizing the learning achievement of Social Sciences Education students at State Universities throughout the City of Pekanbaru. To answer the problem formulation, an e-questionnaire was distributed based on the instrument grid which can be seen in table 1. Based on table 1, National Character consists of four indicators: 1). Learning discipline, responsibility, independence, and never giving up. In order to get answers to each of these indicators, an analysis of the results obtained from the e-questionnaire distribution was carried out. The results of the analysis are as follows:

Learning Discipline

Social Sciences Education students' learning discipline influences achievement and is presented in Table 2.

Table 2. Social Studies Education students' learning discipline influences achievement

No	Statement	Respon							
		ST		TS		S		SS	
		N	%	N	%	N	%	N	%
1	I can allocate time effectively for studying	0	0	31	17	141	79	7	4
2	I am able to allocate time effectively in carrying out assignments given by the lecturer.	8	4.2	19	10	123	70.4	29	15.4
3	I am able to plan my lecture schedule regularly	0	0	33	17.5	128	71,5	18	9.5
4	I am able to anticipate distractions that come and maximize the time to understand lecture material	0	0	23	12.9	138	73	18	9.5

5	I tend to be more punctual in attending lectures	0	0	31	16.4	141	79	7	3.7
6	I maintain behavior in accordance with applicable academic rules and norms	8	4.2	19	10	123	69	29	15.4
7	I avoid plagiarism and follow the code of ethics that applies in the world of education.	0	0	33	18	128	72	18	9.5

Table 2 shows that 85.4% of students agree that learning achievement increases when doing assignments given by the lecturer. Likewise, 82.5% are able to anticipate future distractions and maximize the time to understand lecture material. Meanwhile, 82.7% tend to be more punctual in attending lectures. Based on the data obtained, the average learning achievement score for students who have the character of learning discipline is 83%.

Tu'u (in Yanuarita, 2011: 19) states that the purpose of school discipline is to provide support for the creation of non-deviant behavior, help students understand and adapt to environmental demands, regulate the balance of individuals with each other, know that students do things that are prohibited by school, encouraging students to do good and right things, and students to learn to live with good habits, positive and beneficial for him and his environment, good habits lead to peace of mind and his environment. Meanwhile, Perkins (in Yuanirta, 2011: 3) states, self-discipline is a person's conscious and responsible effort to regulate, control and control their behavior and attitudes in life so that their entire existence does not harm others and themselves.

Responsibility

Student responsibilities: Social studies education influences achievement and is presented in Table 3:

Table 3. Student responsibilities Social studies education influences achievement

No	Statement	Respon							
		ST		TS		S		SS	
		N	%	N	%	N	%	N	%
1	I am able to complete my academic assignment responsibilities well and on time	0	0	31	16.4	141	79	7	3.7
2	I am able to manage stress and pressure, problems that arise during the learning process.	8	4.2	19	10	123	70.4	29	15.4
3	I can complete assignments including understanding the in-depth material provided by the lecturer	0	0	33	17.5	128	73	18	9.5
4	I have a strong commitment to always complete the assignments given according to the	0	0	31	16.4	141	79.9	7	3.7

	time determined by the lecturer								
5	I am someone who doesn't like procrastinating	8	4.2	19	10	123	70.4	29	15.4
6	I have effective communication with lecturers or instructors if there are obstacles that might interfere with the ability to complete assignments on schedule, such as the need for extra time.	0	0	33	17.5	138	73	18	9.5
7	I submit assignments on time and always include the learning resources I get.	8	4.2	19	10	123	69	29	15.4

Table 3 shows that 91.9% of students agree that they are able to complete their academic assignment responsibilities well and on time. Likewise, 69.2% of students chose to agree that completing assignments includes an understanding of the in-depth understanding of the material provided by the lecturer. Meanwhile, 88.7% of students chose to agree that completing assignments on time and always including the learning resources I obtained. Based on the data obtained, the average score of students who have a responsible character with indicators of obligations that must be carried out is 83.9%.

Independence

The independence of social studies students' influence on achievement is presented in Table 4:

Table 4. IPS education student independence affects achievement

No	Statement	Respon							
		STS		TS		S		SS	
		N	%	N	%	N	%	N	%
1	I am sure that the tasks carried out will get maximum value if they are done with sincerity	0	0	22	17,9	39	31,7	62	50,4
2	I am sure that learning achievement will be achieved by achieving	0	0	3	2,5	20	16,2	100	81,3

	satisfactory results, if there is learning initiative and sincerity in achieving it.								
3	I believe that learning achievement is obtained because of the initiative to learn from oneself, not because of other people.	0	0	24	19,5	21	17,1	78	63,4
4	I always try to do the assignments given by the lecturer myself, even though the grades obtained are not satisfactory	0	0	21	17	28	22,8	74	60,1
5	I am not embarrassed to ask questions about the material presented by the lecturer	0	0	28	22,8	25	20,3	70	56,9

Table 4 shows that 82.1% of students chose to agree that they were sure that the assignment they were doing would get maximum marks if it was done seriously. Meanwhile, 97.5% of students agreed that learning achievement would be achieved with satisfactory results if there was learning initiative and sincerity to achieve it. Then, 82.9% of students chose to agree to do the assignments given by the lecturer himself even though the grades obtained were not satisfactory. Furthermore, 77.2% agreed that students were not embarrassed to ask about the material presented by the lecturer. Based on the data obtained, the average score of students who have the character of independence with the learning initiative indicator is 84%.

Never give up

The never-give-up attitude of social studies students' influence on achievement is presented in Table 5:

Table 5. The Never Give Up Attitude of Social Sciences Education students affects Achievement

No	Statement	Respon							
		STS		TS		S		SS	
		N	%	N	%	N	%	N	%
1	I focus on studying to improve learning achievement in class	0	0	31	16.4	151	79.9	7	3.7
2	I view failure as the first step towards success	8	4.2	19	10	133	70.4	29	15.4
3	I always study to improve my performance in class	0	0	33	17.5	124	73	22	9.5
4	I always view failure as the first step towards success	0	0	33	18,4	128	71,5	18	10,1

Table 5 shows that 83.6% of students chose to agree that focusing on studying was to improve learning achievement in class. Meanwhile, 85.8% of students agreed that they viewed failure as the first step towards success. Then, 82.5% of students chose to agree that they always view failure as the first

step towards success. Based on the data obtained, the average score of students who have the character of never giving up is 83.4%.

CONCLUSIONS AND RECOMMENDATION

From the research results referred to from the problem formulation regarding how the character of discipline, responsibility, independence and never give up attitude of students of the Social Sciences Department of State Universities in the city of Pekanbaru, it was concluded that the character of discipline had an average score of 83% then the character of responsibility got an average score of 83.9% and then the character of independence obtained an average score of 84%. Meanwhile, the never give up attitude received an average score of 83.4%. These results show that independence gets the highest average score. The character of independence turns out to have an effect on learning achievement.

This is in accordance with the opinion of (Endah et al., 2020) in the results of his research by carrying out normality tests, correlation tests, and simple linear regression tests that students' independent attitudes in learning physics have a correlation and are very influential on student achievement, especially in cognitive aspects. In line with research results (Pratistya et al., 2012), there is a positive and significant influence of learning independence on accounting learning achievement. It is said that learning independence influences Accounting Learning Achievement, the more support for Learning Independence, the higher the Accounting Learning Achievement achieved by students, and conversely, if the student's Learning Achievement is less supportive, the student's Accounting Learning Achievement will also be lower. (Rusmiyati, F., 2017). In his research, he showed that independent learning had a positive effect on the mathematics learning achievement of class X students at SMA Negeri 1 Rongkop in the 2013/2014 academic year. This is in accordance with the theoretical review according to Siregar (2003) which states that student learning independence influences learning achievement, therefore it is necessary to develop an independent attitude in students.

Based on these conclusions, the researcher provides several suggestions, namely:

1. It is necessary to carry out character education training with the aim that in the future, every prospective social studies teacher student will have superior character in terms of discipline, responsibility, independence and never give up attitude.
2. It is necessary to provide training to lecturers on how to supervise students in implementing the discipline of responsibility, independence and never give up in carrying out learning during lectures.
3. There is a need for innovative learning strategies that can motivate so that student learning achievement can increase.

REFERENCES

- Abustang, P.B., Sumantri, M.S., & Nurhasanah, N. (2023). "Analisis Implementasi Pendidikan Karakter Siswa pada Pembelajaran IPS di Sekolah Dasar. *Jurnal Kajian Pendidikan Dasar*. Vol 8. No 1.
- Addy Santoso. (2013). *Bolos Sekolah, 17 Pelajar di Indramayu Terjaring Operasi*, diakses dari <http://www.pikiran-rakyat.com/node/247306>. pada tanggal 5 Desember 2013, Jam 08.00 WIB.
- Amin. (2012). *Penerapan Kebijakan Pendidikan Karakter dalam Meningkatkan Prestasi Belajar Siswa di SD Babarsari Depok Sleman Yogyakarta*. Skripsi .UNY.
- Arianti, W. F. (2021). *Kajian nilai dan makna kearifan lokal Reog Ponorogo dan relevansinya terhadap pembentukan karakter bangsa*. *PENSA*, 3(3), 371-377.
- Arisma, N., & Lasari, Y. T. (2023). "Penerapan Pendidikan Karakter melalui Pendidikan IPS di SD 05 Beringin. *PEDAGOGI*. 23(1).
- Fathurrohman dkk. (2017). *Pengembangan Pendidikan Karakter*. Bandung: PT Refika Aditama.
- Kemendiknas. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Kemendiknas
- Nasar, I. (2018). "Implementasi Pendidikan Karakter dalam Mata Pelajaran IPS". *Jurnal Inovasi Pendidikan Dasar*. Vol 2. No 2.
- Nopisani, Q & Wulandari. T. (2018). "Implementasi Pendidikan Karakter dalam Pembelajaran IPS di SMP Islam Al-Azhar 26 Yogyakarta. *Jurnal Student UNY*.

- Nurroini, A., Bambang Y., & Yunita, E. (2020). "Implementasi Pendidikan Karakter dalam Pembelajaran IPS melalui Media Visual Basic Application". Jurnal IVCEJ. Vol 3. 1.
- Nuswantari. 2019. Pendidikan Pancasila: Membangun Karakter Bangsa. Yogyakarta: Deepublish.
- Mohtar Toha, 2021. Pantang Menyerah. Jakarta: Balai Pustaka.
- Muslich. (2013). Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional. Jakarta: Bumi Aksara
- Rindrayani, S.R., & Sunjoto. (2020). "Analisis Implementasi Pembelajaran IPS dalam Membentuk Karakter Nasionalisme di MTS Miftahul Parakan Trenggalek". Jurnal STKIP.
- Safitri, A. E & Novianto, V. (2019). "Pelaksanaan Pendidikan Karakter pada Pembelajaran IPS di Madrasah TS Anawiyah". JIPSINDO. No 1.
- Slameto. (2015). Belajar dan Faktor-faktor yang Mempengaruhinya. Jakarta: Rinka Cipta
- Suyanti. (2020). "Pembelajaran IPS Berbasis Nilai Karakter sebagai Upaya Membangun Keterampilan Sosial Mahasiswa. SOSIO DIDIKTIKA. 7(2).
- Syah, M. (2015). Psikologi Belajar. Jakarta: PT Rajagrafindo Persada. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- Putra, N. A. (2012). Hubungan Karakter Siswa Dengan Prestasi Belajar Siswa Kelas XI Program Keahlian Teknik Instalasi Tenaga Listrik (Titl) Di SMK Negeri 2 Yogyakarta. Skripsi. Yogyakarta: Fakultas Teknik Universitas Negeri Yogyakarta.
- Listarti, Retno. 2012. Pendidikan Karakter dalam Metode Aktif, Inovatif dan Kreatif. Jakarta: Penerbit Erlangga
- Wahab, R. (2015). Psikologi Belajar. Jakarta: Rajawali Pers.
- Widiastuti, S.A., & Wulandari, T. (2013). "Persepsi dan Sikap Mahasiswa terhadap Pendidikan Karakter di Prodi Pendidikan IPS UNY. Jurnal Ilmu-ilmu Sosial. 10(2).