

PROCEEDING

**THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR**

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

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Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

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**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'amin. Wabihinasta'in 'alaumuridunnyaawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabibihaqjmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from T'ionggok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma'arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimy Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

TABLE OF CONTENTS

PREFACE.....	iii
TABLE OF CONTENTS	v
THE IMPORTANT OF THE LIVING VALUE EDUCATION FOR CHILDREN	
Diane G. Tillman	1
VALUES EDUCATION – PRINCIPLE AND PRACTICE	
Christoper Drake	6
SEXUALITY AND SENSUALITY ON TEXT BOOK AND THE EFFECTS TOWARDS CHARACTER EDUCATION AT MADRASAH IBTIDAIYAH OF PADANG CITY	
Aziza Meria	16
CHARACTER EDUCATION IN GLOBALISATION ERA	
Mardiah Astuti	28
CHARACTER VALUES INTERNALIZATION THROUGH HYPNOREADING-BASED VALUATION INSTRUMENT ON <i>BAHASA INDONESIA</i> LEARNING MATERIAL	
Aninditya Sri Nugraheni; Mohammad Rofiq	37
BUILDING SELF-CONFIDENCE TROUGH MULTIPLE INTELLIGENCE - BASED MATHEMATICS LEARNING	
Aep Sunendar	47
THE RELEVANCE OF LABELLING AND STUDENT’S MINDSET IN CHARACTER EDUCATION IN MADRASAH IBTIDAIYAH (MI) AND ELEMENTARY SCHOOLS (ES)	
Andi Prastowo	54
BUILDING STUDENTS CHARACTER WITH INSTILLING MATHEMATICAL VALUES	
Dede Salim Nahdi	69
UNDERSTANDING SELF REGULATED LEARNING IN THE CONTEXT OF ASEAN ECONOMIC COMMUNITY (AEC)	
Erik Santoso	76

CHARACTER OF LEADER IN THEMATIC BOOK FOR GRADE IV ELEMENTARY SCHOOL/MI CURRICULUM 2013 AND THE LEARNING AT STATE ELEMENTARY SCHOOL PURWOMARTANI SLEMAN	
Asnafiyah	81
SPIRITUAL NEUROSCIENCE IN LEARNING	
Heni Listiana	92
STUDY OF INQUIRY BASED LEARNING SCIENCE PRACTICUM MODULE : META-ANALYSIS STUDY	
Irdalisa	99
THE ANALYSIS OF THE OBSTACLE FOUND IN NATURAL SCIENCES (IPA) LEARNING PROCESS AND THE SOLUTION FOR TEACHER’S CLASS AT SIXTH GRADE OF ISLAMIC ELEMENTARY SCHOOLS IN SALATIGA	
Peni Susapti	108
CHARACTER EDUCATION ASSESSMENT SYSTEM	
Masrurotul Mahmudah	120
CHARACTER BUILDING THROUGH LIVING VALUES EDUCATION APROACH IN EARLY CHILDHOOD EDUCATION	
Muammar Qadafi	131
THE ROLE OF EDUCATION ISLAM FOR EDUCATION SEX AND PREVENT SEXUAL ABUSE IN CHILDREN (CASE STUDIES IN RA METRO CITY LAMPUNG)	
Muhammad Yusuf	143
VALUES OF CHARACTER EDUCATION IN SERAT SASANA SUNU BY KIAI R. NG.YASADIPURA II THE POET OF SURAKARTA KASUNANAN PALACE	
Sedya Santosa	149
GROWING DEMOCRATIC LEADERSHIP IN ELEMENTARY SCHOOL	
Roni Rodiyana	165
A CLOSER LOOK AT IMPLEMENTATION OF CHARACTER BUILDING IN A PRIVATE ISLAMIC ELEMENTARY SCHOOL IN BANYUWANGI, EAST JAVA, INDONESIA (SET OF PROBLEMS, CHALLENGES, AND HOW TO COPE WITH)	
Zidniyati	173

**DEVELOPMENT CHARACTER EDUCATION PERSPECTIVE ISLAMIC EDUCATION IN
THE ERA OF ASEAN ECONOMIC COMMUNITY (AEC)**

Dr. Yulia Tri Samiha, M.pd 184

**THE IMPORTANCE OF PROFESSIONALISM TEACHERS AND CHARACTER EDUCATION
STUDENTS OF MADRASAH IBTIDAIYAH (MI) IN TWENTY FIRST CENTURY**

Sita Ratnaningsih 191

**APPLICATION OF CIVIC EDUCATION LEARNING TECHNIQUES CLARIFICATION APPROACH
THROUGH VALUE (VALUE CLARIFICATION TECHNIQUE) IN STUDENTS PGSD FKIP UNSRI**

Siti Dewi Maharani, Nuraini Usman, Budiansyah 202

**IMPLEMENTATION OF ART LOCAL CULTURE AS EFFORTS TO ESTABLISH THE POSITIVE
CHARACTER OF CHILDREN IN MI PGM CIREBON**

Atikah Syamsi; Latifah; Yuriska Dewi 210

**REINTERPRETATION OF NATIONAL EDUCATION STANDAR IN PLANNING OF QUALITY
IMPROVMENT FOR MADRASAH IBTIDAIYAH FLAGSHIP**

Ahwy Oktradiksa 222

BUILDING STUDENTS CHARACTER WITH INSTILLING MATHEMATICAL VALUES

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Abstract

The failure of education can create products that no longer have a sense of conscience which is based on morality, sense of humanity, and the problem of moral decadence. There are so many events that indicate further erosion of morale of the nation, such as promiscuity, abuse of children and adolescents, crimes against friends, teenagers theft, cheating habits, drug abuse, and so forth. For that education should be returned to nature. Education is not only focused on the intellectual but also emotional intelligence. Each of the subjects taught should help children to grow and develop into individuals more bermanusiawi and responsible. The subjects of mathematics as the main subject in the school should be able to challenge that values education can be taught through learning mathematics. Learning mathematics should be empowered to support the personal development of students.

Keywords: *Building character, the values of Mathematics Education*

A. Introduction

Nowadays, information and communication technology is advancing with the development of science and technology. Advances in information technology and communication has helped us in performing activities of daily life. Advances in technology is crucial in order to provide convenience to the public, every innovation is always created with the aim to provide positive benefits to human life. But no doubt, on the other hand technology has brought negative effects to society. Technology should be an extension tool of self capability will cause damage to the character of this nation's youth if misused.

If observed, a source of news print and electronic media lately enlivened by the occurrence of cases indicates that the character of the nation is increasingly eroded. There are so many social problems occurred which caused damage to the nation's morale. An example is the rampant levels of violence children and adolescents. Data from Komisi Nasional Perlindungan Anak, the National Child Protection Commission, noted an increase in cases of crimes committed by children in Indonesia. If in 2013 there were 730 cases involving children as criminal behavior. That number increased in 2014 to 1,851 cases. Even in the year 2013 as many as 16% of the crimes committed under the age of 14 years. Being in 2014 increased by 26%¹. A data from Komisi Perlindungan Anak

1 Komisi Anak. "*kasus kriminalitas anak meningkat pada tahun 2014*". Accessed from <http://www.gresnews.com/berita/sosial/21041-kasus-kriminalitas-anak-meningkat-pada-2014/0/>, on 09 November 2016.

Indonesia (KPAI), the Indonesian Child Protection Commission, also revealed that the number of children in conflict with the law in the range from January to April 2016 was very worrying, as many as 298 cases. This figure increased by 15% compared to 2015 during the same period. KPAI also recorded the number of child abuse is increasing every year. In the period 2011 to 2014 there were more than 15,000 cases of child abuse². In 2010 it was revealed 95 elementary school students in Bekasi use of narcotics and drugs. While in Jakarta, one of 1,350 elementary school age children proved using drugs. Indonesian children moral deterioration is also evident from their habit of smoking cigarettes. Based on data from Komisi Nasional (Komnas) Perlindungan Anak in the range of 2008 to 2012 the number of child smokers under the age of 10 years in Indonesia reached 239,000 people. While the number of child smokers between the ages of 10 to 14 years to reach 1.2 million³. The facts above are a few examples that shows that the fault with the character of Indonesian children.

There are a number of factors causing the erosion of the character of the nation, including the fact that the world children like to imitate the behavior of those around them such as parents, social environment, and schools. In addition, the spectacle on television and the Internet also have a great impact on the character of the child. Other factors are the energy crunch children, especially at school. Schools are no longer friendly to the character development of children because the curriculum being used more oriented to the intellect. While emotional intelligence is not channeled properly. This emphasis on education is often forgotten in the value of education during this process. Education applied less emphasized the balance between the spiritual aspect of the intellectual, so that education is not the whole human product that has a strong character, but humans are individualistic, materialistic, and pragmatic.

today the development of society becomes increasingly consumerist and materialistic paradigm that puts education as an effort to strengthen the character of the nation, increasingly eroded. Indeed, often sticking to the surface is that education for the money, or education that can create a human being "ready to use". The most fatal failure of education is when the product no longer has the sensitivity learners conscience based on morality, sense of humanity, and the problem is more widespread moral decline. Education has failed in instilling moral values. Loss of morality into the axis of the loss of the joints of adult society, they only form a dying civilization that knows until when can be completely resolved. Education is supposed to make man into a human noble, it often does not humanize humans. Human personality tends to be reduced by the existing education system. Education is compromising the integrity, lack of balance between learning to think (cognitive) and behavioral learning feel (affective). Elements of integration tends to get lost, disintegrating. Though learning is not just thinking. Because, when people are learning, then the person has committed a wide range of activities, such as observing, comparing, doubt, love, and various kinds.

Observing the importance of moral values are integrated in education, education must be immediately returned to nature. Education should be able to humanize human beings and put humanity in the highest degree. Lessons are conducted in schools should not be oriented only the

2 KPAI. "Pelaku Kekerasan Terhadap Anak Tiap Tahun Meningkat" Accessed from <http://www.kpai.go.id/berita/kpai-pelaku-kekerasan-terhadap-anak-tiap-tahun-meningkat/>, on 09 November 2016.

3 Komnas Perlindungan Anak. "Data Komisi Nasional (Komnas) Perlindungan Anak menunjukkan jumlah perokok anak dibawah umur 10 tahun di Indonesia mencapai 239.000 orang". Accessed from <http://www.voaindonesia.com/a/perokok-anak-di-bawah-10-tahun-di-indonesia-capai-239000-orang/727311.html>, on 09 November 2016.

intellectual but also emotional intelligence. Each of the subjects taught should help children to grow and develop into individuals more bermanusiawi, responsible, useful and influential in society. Communities need reliable persons in academics, skills or expertise and at the same temperament or the most sublime virtues.

Based on the description above, the problems that need to be clarified is whether this time in the classroom learning conducted failed to cultivate the educational value? Is the value of education can be integrated in all subjects, the inclusion of mathematics courses? The problem is further analyzed through the following questions. First, how is the character of the Indonesian nation? Second, any values that can be imparted to children in the learning of mathematics?

B. Discussion

1. The Nature of The Character

Character is a trait inherent in every human being, as a deciding factor for someone to act and behave, to be influenced by the situation, and that is felt in one's heart. Characters closer to the morals, the spontaneity of man in acts that manifest themselves in humans so that when it appears no need to think again. Wynne believes the character is virtue in the form of behavior⁴. Meanwhile Indonesian Dictionary defines character as a disposition; psychological traits, morals or manners that distinguish one person to another⁵. While Kemendiknas describes the character as a moral excellence or moral built on various virtues which in turn only has meaning when it is based on the values prevailing in the culture (nation)⁶.

Character of the nation is very important to build a strong nation and has dignity. Therefore, the Ministry of Education to develop 18 national character values in education. Starting the school year 2011, the overall level of education in Indonesia must prepare for character education in the educational process. 18 values in character education of the nation according to the ministry of Education and Culture is (1) Religious, (2) To be honest, (3) tolerance, (4) Discipline, (5) Work hard, (6) Creative (7) Independent, (8) Democratic (9) Curiosity, (10) The spirit of nationality, (11) Love homeland, (12) Appreciating achievements, (13) Friendly / communicative, (14) Love peace, (15) Fond of reading, (16) Care for the environment, (17) Caring social, and (18) responsibility⁷.

2. Values Education in Mathematics

In detail the value of education can have a meaning on their own, but taken together it would appear some definitions about the value of education, this means that the meaning of the value of education sparked a lot of meaning and understanding. Sastraprateja provides definitions of values education is an investment and the development of values in a person⁸. While Mardimadja defines the value of education as an aid to students to

4 Zuhdi, D. 2009. *Pendidikan Karakter Grand Design dan Nilai-nilai Target*. Yogyakarta: UNY Press.

5 Kamus *Bahasa Indonesia*. 2008. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional.

6 Kemendiknas. 2010. *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Pusat Kurikulum, Badan Penelitian dan Pengembangan, Kemendiknas.

7 Pusat Kurikulum. 2010. *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Balitbang, Kemdiknas

8 Mulyana, 2004. *Mengartikulasikan Pendidikan Nilai*. Bandung: Alfabeta.

realize and experience values and place them integral to his whole life⁹. Both experts agreed that the concept of the value of education is not a separate curriculum is taught through multiple subjects but also includes the entire educational process. So the educational value of it is the spirit of education itself, wherever taught the value of education will present itself.

Values education can be done in the learning process in schools. Learning is a learning experience that is not only capable of delivering students to the attainment of knowledge (cognitive domain), but also the achievement of understanding and application of values. Learning the value of formulated teachers can not automatically be applied to all subjects in school. This is related to the characteristics of the subjects respectively. Subjects that there can be empowered to make a great contribution in the learning value so that in the end the value learning not only charged on subjects such as religious education and civic education, but also may be charged to all subjects.

The subjects of mathematics as the main subject in the school should be able to challenge that values education can be taught through learning mathematics. Learning mathematics should be empowered to support the personal development of students. Learning mathematics should not only oriented towards the mastery of the material, but need to be modified open touched wide dimension thus contributing greater value education in schools.

The challenge for math teachers now is how to formulate and implement the learning of mathematics in the classroom that lead to the achievement of educational value. In fact, many people who think that mathematics is a discipline that is poor value. While the value of education is an urgent need to be prioritized to be taught to students who are in a period of identity crisis.

Lots of the values contained in mathematics which may be integrated in any study of mathematics. Those values are as follows:

a. Understanding the importance of the agreement

Conscious or not, someone who studied mathematics have used certain agreements. The agreements were contained in mathematics that both high and low, including in mathematics. The agreements that can be either a symbol or number, terms / concepts, definitions and axioms-axioms. Examples of some symbols, definitions and concepts that are the convention in mathematics:

- 1) The symbol π is a symbol that represents $22/7$ or 3.14 is used as a multiplier to find the area and circumference of a circle.
- 2) Definition of a trapezoid (in the material quadrilateral) is a quadrilateral having the right pair of parallel sides.
- 3) The concept of flat wake, for example triangular, can be used to classify other geometry that can distinguish Flat is an example and not an example of a triangle.

The agreements above unwittingly will form a concept in the minds of students so that it can classify a problem. This mindset will help students understand the agreements that exist in the community For example, the rules on traffic rules that have been agreed can be understood as a rule that needs to be adhered to. Thus the value that can be developed student is to understand and act in accordance with the agreement in force in the community.

9 Ibid

b. Having a deductive mindset

Deductive mindset is the mindset that seeks to reduce or applying common sense or properties into special properties. An example in this mindset quadrilateral materials needed to simplify information on the concepts of family quadrilateral like a parallelogram, square, rhombus, rectangle, trapezium, and kites. Parallelogram can be defined as a quadrilateral that has two pairs of parallel sides. Meanwhile, a rhombus is a quadrilateral two pairs of sides parallel and the length of all four sides equal. Thus, in a deductive definition of lozenges can be derived from a parallelogram is a parallelogram whose four sides equal. For a square, a parallelogram as well (because it has two pairs of parallel sides), can also be defined from a rhombus so the square is a rhombus the four right angle.

Teachers should help students to build concepts about the quadrilateral itself by directing the student to choose the simplest possible way. The goal is the simpler of information involved, the more easily understand and remember. Values that can be drawn from the pattern of deductive reasoning are later student should be able to solve the problems both personal issues and problems group by considering the simplest way to get the best solution.

c. Being able to adjust to the environment

Discussion of mathematics is closely associated with the universe. The symbols used have special meaning depending on who rules the conversation. Suppose the linear equation of one variable material, an open sentence $3 + 2x = 8$, will be closed sentences if the variable x is replaced with an element. Closed sentences is not always going to be true if x is replaced with 2.5. If referred to in this sentence x is an integer, then of course there is no x that satisfies. This means that if the universe is determined not noticed by the students, are the most likely answer they give it one.

Values that can be drawn from the universe talks in mathematics are students should be able to adjust to the environment in which they stand in accordance with applicable regulations in that neighborhood. Attitude adjustment to a different environment sorely needs of the students. The implication is that a student needs to pay attention to where he is so capable of managing behavior, including the way he talked properly in accordance with the characteristics neighborhood where he lived.

d. Honest

On the matter of the variable linear equations are open sentence sense, that the sentence is unknown truth value. If the variable in this sentence is replaced by another element, then this sentence will be closed sentences are true or false.

For example: $4 + x = 7$ $x \in$ numbers count

The sentence into a sentence closed if x is replaced with a valid whole number. If x is replaced with 3 it will be a true sentence. But if x is replaced with other than 3 then into sentences wrong. From the above examples we can integrate the values of honesty on students, namely the linear equation with one variable that has a solution, there is only one answer that makes the sentence is true, and can not be manipulated or lied number or the solution. Suppose we replace x with the number 7 and we say this is true, mathematically provable that our statement is wrong or lying. So the value that can be absorbed by the students is to always say the right is right and wrong is wrong, or in other words they must always be honest in doing.

e. Flexible in solving a problem

Some problems in mathematics have some method of settlement. For example, problems of the system of linear equations of two variables. Several methods are offered in the search for solutions of systems of linear equations is the method of elimination, substitution, substitution mix-elimination, and the graphical method. Methods of completion are selected, depending on the characteristics of the problem to be solved.

If linked to the problems faced by the students in their daily life, then through solving problems on the material system of linear equations of two variables, students are taught about the diversity of ways that can be used in solving a problem. This means that the stiffness in using a problem-solving method will make it difficult students in finding a solution. Therefore, we need a flexible attitude in dealing with a problem.

f. Precise in doing

Precision is needed when a student working on a math problem, especially math problems that have quite a lot of information is involved and requires foresight in the process counter. If the first step of workmanship was wrong, it would be fatal to the next step.

If the values of this Precision attitude to be cultivated, it is not impossible in the future will form a personal student who is always keen to see the dots problem and tried to solve that problem by using variables that exist so that ultimately finds the best solution of a problem.

C. Conclusion

The formation of character is very important, even urgent, and can not be negotiable. This is quite reasonable because of the ongoing crisis that has swept the nation and our country. Therefore, education must go back to nature. Education is humanizing and put humanity in the highest degree. So that each subject presented to children should be integrated with values education, including math. There are many values that can be implanted in mathematics, such as understanding the importance of the agreement, using deductive mindset, able to adapt to the environment, to be honest in acting, flexible in solving a problem, and meticulous in doing.

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