

# PROCEEDING

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**THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR**

## **Values – Based Learning for Wonderful Children**

**Yogyakarta, November 22<sup>nd</sup> 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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**Yogyakarta**  
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**PREFACE: PROCEEDING THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR  
“Values – Based Learning for Wonderful Children”**

*Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunnyaawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inwalmursalin. Wa'alaalibiwaashabibiqjmain. 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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, 22<sup>nd</sup> 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 3<sup>rd</sup> 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, 22<sup>nd</sup>, 2016

Editorial Team

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# The Relevance of Labelling and Student's Mindset in Character Education in Madrasah Ibtidaiyah (MI) and Elementary Schools (ES)

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## Abstract

National education in Indonesia was riddled with many problems, its core moral degradation among students. Although since 2010 has imposed an integrated character education in schools, but these conditions show the process of character education has not been done properly. It mainly occurred in elementary schools (ES) and *madrasah ibtidaiyah* (MI). Because at this level the formation of attitudes is a major concern compared the cognitive and psychomotor. The learning process is integrated with characters learning various subjects in primary schools and madrasah, or in curricular and extracurricular activities, should be done with the support of action away from labeling activity to students, both negative and positive label label. That's because the labeling of students creates a fixed mindset on students whose destructive impact on the personality and character of the future. To optimize the implementation of character education in ES/MI necessary process of character education that is free of labeling and reprogramming of the students who have a fixed mindset to be replaced with a growing mindset that is more empowering.

**Keywords:** *labeling, mindset, character education, madrasah ibtidaiyah.*

## INTRODUCTION

Until now, education in Indonesia is still facing major problems, namely the low quality of national education. This was reflected in the achievements of the Human Development Index (HDI) which is positioned Indonesia ranked the 121 in 2013, up 3 points from rank 124 in 2012, down 13 points from rank 108 in 2005 (Suryadi, 2014: 20). Especially when compared to the HDI Indonesia two decades ago, the decline becomes more extreme. Because HDI Indonesia in 1995 ranked 104, and ranked 109th in 2000, 110th in 2002, 112th in 2003, and slightly better at rank 111 in 2004 and ranks 110 in 2005 (Ali 2009: 28). From the quality of the competencies necessary for an adult to work and work, ranking Indonesia also occupies the lowest position. As disclosed Victoria Fanggidae (Kompas, 02/09/2016) cites the results of the test or the PIAAC Programme for the International Assessment of Adult Competencies latest (2016) conducted by the OECD (Organisation for Economic Cooperation and Development) that ranked Indonesia plunged in bottom almost every kind of competence that is required adults to work and work as members of society. A course such as literacy, numeracy, and problem solving skills. Indonesia is also the lowest score in almost all age categories. More than half of Indonesia from level 1 (bottom achievement

category) in terms of literacy skills. In other words, Indonesia is a country with a ratio of adults capable of reading the worst of the 34 OECD countries and OECD partners were surveyed in this round. The achievement also indicates that adults at levels <1, according to the OECD definition, only able to read a short text about a topic that is familiar to find a specific piece of information. To complete the task, only the knowledge of the basic vocabulary required and the reader does not need to understand the structure of a sentence or paragraph. Similar conditions also occur in the PISA tests in 2012 which put Indonesia also on the bottom, which is ranked 64th out of 65 countries participating.

The problems are compounded by rampant free sex among students, student fights, gambling, drug abuse, drug (Kesuma, Triatna, Permana, 2011: 2-3), plagiarism, leaks and various cheating in examinations (Mulyasa, 2013: 61). As for some other major cases over the last 2 years which include: the case of student brawls as happened in Ciledug on June 16, 2016 which resulted in one person critically injured because the issue taunted each other among high school students (Murti, 2016); cases of rape against junior high school students initials Y in Bengkulu province Rejang Lebong performed by 12 teenagers, two of them even still a junior high school student (<http://www.m.okezone.com>, 2016); homicides committed by a number of motorcycle gang members in Singapore that the majority of the perpetrators was a teenager and student status killing of a TNI soldier, Private First Class Galang, on March 5, 2016 (Suceno, 2016); the nasty case involving student junior high schools in the city of Bogor, FS and SR, which are then uploaded to social media on May 18, 2016 (Herjanjam, 2016). Various phenomena of moral degradation was confirmed by the survey of state index (Good Country Index) in 2015 which put Indonesia ranks 160th out of 163 countries, especially in terms of contribution in the sector of science and technology for humanity. According to research revealed that the low rankings in science and technology sector is caused mainly because of corruption in the education sector, which is estimated up to 30% of the total education budget. That condition has reduced ability to adequately fund education infrastructure as well as lowering the quality of education in Indonesia (Lee, 2016). All these facts emphasize how memprihatinkannya moral degradation in Indonesia. The condition also shows that the Indonesian people have not managed to achieve national education goals as stated in Article 3 of Law No. 20 Year 2003 on National Education System states that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Observing the various phenomena problematic, especially regarding moral degradation among students, college students, and the community in general, these conditions are basically indicates that the character education in praxis of national education, primarily at the level of primary and secondary education as the foundation for the next education level, do not walk as expected. It is to be expected since ES/MI is one type of formal education to primary education will determine the initial formation of a person's character in the future.

The assumption is in line with the opinion of Collier, Houston, Schematz, and Walsh in Sidi (2003: 78-79) that primary education has the main purpose: first, to help students develop the intellectual and mental; second, helping the learner as an independent individual; third, helping the learner as social beings; fourth, helping students to learn to live with the changes;

and fifth, to help learners improve their creativity. Not unlike the view of Marzano and Brunner in Kunandar (2013: 37) and Prastowo (2014: 13) states that the planting of competence attitude must really be the emphasis and attention in elementary school (ES) or madrasah (MI) and secondary school or madrasah tsnawiyah (MTs) due to the higher level of development and levels of learners mastery of competencies of knowledge and skills increasingly enlarged (expanded), but the mastery of competencies attitude increasingly scaled down (assumed competence attitude is embedded in the level before), so that when learners later continue their education to higher levels of education already has a strong stance foundation and at a higher level of competency stay deepen their knowledge and skills. Last Voices A. Malik Fajar (1999: 34) states that the level of education in madrasah (elementary school) plays an important role in the formation of the personality of students, whether it is internal (how perceives himself), external (how to perceive its environment) , as well as internal supra (how to perceive and act in line with God as His creation). Urgency of character education in ES / MI was also reinforced by the fact that the number of schools / madrasah at the greatest level compared to the school / madrasah on the ladder on it. Azra (2012: 82) noted that in 1991/1992 the number of MI across Indonesia as many as 22,200 units (69% of the total value of all madrasahs in all levels), in 2005 the number increased to 22 799 MI (61%), continued in 2011 the number of MI has reached 23 519 units (58%). While Ace Suryadi (2014: 60-61) describing the number of students in primary schools from 1990 to 2010 as follows; in 1990 reached 26,290,218 people (73% of all schools at all levels), 2005 was 25,982,590 people (66%), then in 2010 at 26,984,824 people (63%).

Observing that the urgency of character education at the elementary education level / MI then indispensable contribute to a solution-based measures to address the problem of moral degradation of the nation of Indonesia. In this regard it should be noted that back bahwasannya character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values (Aqib and Sujak, 2011: 3). Character is developed through the stages of knowledge, implementation, and custom. Characters are not limited to knowledge alone. A person who has knowledge of goodness may not be able to act according to his knowledge, if not trained (a habit) to do the habit. Characters also covers all of the emotions and habits themselves. According to Thomas Lickona, required three components of good character, that knowledge of morals, feelings or strengthening emotional and moral conduct. The three components are interrelated, interacting, and mutually permeate (Kesuma, Triatna, Permana, 2011: 70).

Meanwhile, in the perspective of Neuro-Linguistic Programming (NLP) by Robert Dilts said that the character embodies the belief / value, identity, and spiritual (Yuliani, 2010: 64-65). Confidence (belief) or set of beliefs (set of beliefs) or way of thinking that influence behavior (behavior) and attitude (attitude) a person referred to also as mindset (Gunawan, 2008: 13-15). According to research Carol S. Dweck (2016: 5-7), there are two types of mindset that fixed mindset, the confidence that the quality of a person is set, and growth mindset, the belief that the quality of a person's basic can be processed through specific measures. As Okina Fitriani, et al (2015: 24-25) adds that the labeling or attaching certain adjectives (positive or negative) as the identity of the person can be a belief that dormant in the subconscious mind. The belief that settled to form a negative character in a person. From the description it is understood that the mindset of students and teachers to the labeling learners have a crucial role to the ultimate success of implementation



of character education, including for students in ES/MI.

Seeing the urgency of the issue of labeling mindset of teachers and students in the context of character education in ES / MI in Indonesia at this time so in this article presented three subjects, namely: first, how the basic concept of labeling, the mindset of students, and character education in ES / MI? Second, how relevance labeling and mindset of students to educational character in ES / MI? Third, what is the strategy to prevent labeling as well as change the fixed mindset of students to optimize the implementation of character education in ES / MI?

## **DISCUSSION**

### **1. Concept of Labelling, Student's Mindset and Character Education in ES / MI**

As glimpse disclosed in the previous segment, labeling and mindset of students have no small role for the implementation of character education in ES / MI. Therefore, in this section describes the basic concepts of labeling, the mindset of students, and character education in ES / MI prior to entry in the segment further discusses the role of labeling and the mindset of students in character education as well as strategies to prevent labeling as well as change the fixed mindset of students to optimize the implementation of character education.

Labelling is attaching particular adjective as identity. Label given to a person, including students, will be a belief that dormant in the subconscious mind. All kinds of labels, labeling both positive and negative labeling harmful for growth and development of student character. Negative labeling that is as lazy, sloppy, stupid, filthy, and so forth. Positive labeling is such a smart, intelligent, diligent, beautiful, and so forth. Students who get a negative labeling will cause the child to have a negative character as a negative character that is embedded in the labeling. Meanwhile, students who get a positive labeling are not much different. Children who get a positive labeling being personally arrogant, too focused on the right, like to blame others when mengaami difficulties, and so forth (Fitriani, et al, 2015: 24-25).

In Pygmalion Effect's Theory, Robert Rosenthal revealed that student achievement is directly proportional to the level of expectation (hope) teacher (Gunawan, 2012: 220-221). According to Adi W. Gunawan (2012: 221), it can occur due to vibration or thought has a frequency. How strong are these vibrations depends on the intensity of the emotions that underlie the vibration. Vibration of a person would be up to the person who he meant. This affects the others, including students, although they consciously or unconsciously. In other words, the teacher's perception may affect the success of learning, including the process of character education learners. Therefore, empowering and positive perception is needed by students in character education in ES / MI.

Meanwhile, Carol S. Dweck (2016: 102-112) describes further that compliment (labeling) is positive, addressed to the student's ability to form they have a fixed mindset. In his research revealed that when students they studied into the fixed mindset, when given a choice they rejected certain challenging new task, where they can actually get a lesson from it. They do not want to do anything that could expose their flaws and their dubious talents. They also looked at the imperfections embarrassing (especially if they are deemed gifted) so they lied about it. They are afraid of losing the positive label. Meanwhile, when the students get a negative label then they are afraid that they deserve it.

From the foregoing it can be understood that the labeling of students is an adjective paste activity, whether positive or negative, as the identity of the student. In the context of character education, labeling the students would damage efforts to achieve the establishment and strengthening of character in students. As described Syahril Syam (2016: 239-241), negative and positive labeling forming a fixed mindset damaging for students through feedback mechanisms provided in every business process, and learning them. Someone usually label others with a set of assumptions that in mind. Label negative is the negative judgment attached to a person, such as: “basic idlers”, “you are stupid”, and “you were a slob.” All activities negative labeling was found to have a strong influence for those getting the negative label. They tend to be people who inferior, increasingly unable to show achievements, have low self-esteem and poor self image. The positive label is giving praise to someone. Research shows that if a person is regarded as a genius, for example, then it would tend to think and act like a genius. Miraculously values soaring performance will also rise in line with the positive label that has been given to him. This is the positive effects of positive praise. However, giving compliments that focus directly on one’s ability, such as “See what a genius you are,” the destructive effect. Because the “ability” to show who he is and entities, then unwittingly, positive label that has been attached to the entity itself will try always maintained. In order to maintain a positive label that has been attached to him that, then comes the attitudes and behaviors that tend destructive, for example: rejection of the new challenges because it will damage the ratings given by others and tend simply to maintain a purely self-image that has been formed. Even Syam (2016: 243) with Dweck citing research stating that praising a child’s intelligence turned out to be harmful to motivation and performance. In other words, the positive labeling shaping students into personal convictions fixed (fixed mindset).

Meanwhile, mindset can be interpreted as a confidence (belief) or set of beliefs (set of beliefs) or way of thinking that influence behavior (behavior) and attitude (attitude) someone (Gunawan, 2008: 13-15). In other words, mindset is a belief (faith) that is held by a person (Syam, 2016: 38). Then, because the mindset is beliefs that are held and accepted, then the definition refers belief explanation Adi W. Gunawan (2008: 28-29) is the acceptance of the truth of things: acceptance by the thought that something is true or real, often based on a definite feeling that is emotional or spiritual. In other words, belief is something that someone believed as true. Whereas in the context of character education in ES / MI, student belief means something students believed as true.

Described Syam (2016: 41-43) in his book Change Limiting Beliefs that, in biological and neuropsychological, belief or conviction can be interpreted as a conception, cognition, emotion or anything deemed correct by the brain, consciously or unconsciously. There are four factors that shape the beliefs, as presented in Figure 1.

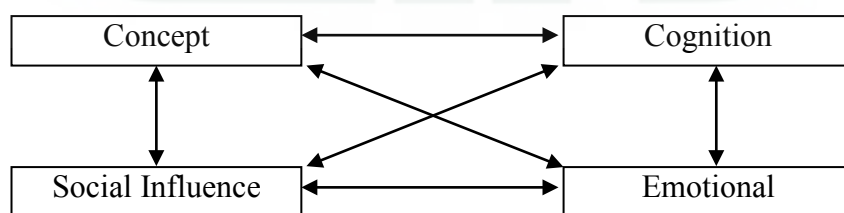


Figure 1  
Four Factors of Confidence's Forming  
(Syam:2016:42)

Conception is a variety of information received by a person about himself and the world around through the set of their senses. Cognition represent different levels of processes in the brain, because it includes all the abstract conceptual process that the brain uses to organize and create a concept that makes sense. The process of cognition is the process of a series of assessments and the conception of abstraction that makes sense in the brain. Meanwhile, emotions play a crucial role in the processing of nerves and helps increase the intensity and value for each conceptual and cognitive experience of a person. Emotions become a sort of binding on the conceptual process and cognition person does. Emotion also makes one's belief becomes seemed very real to him. It is also important to say that in addition to the conceptual process, cognition, and emotions that make up a person's beliefs, social influences also play an important role in shaping one's beliefs. Therefore, if a person receives less social influence there are many important confidence in him that will never come to consciousness. In other words, many of the beliefs that akahirnya realized as a social influence. The four factors forming these beliefs (Figure 1) are interrelated to each other woods, and all affect the strength, power, and correctness of a belief. Each circle of influence has control over the intensity of a person held beliefs. The higher the overall intensity, more real and reliable its assurance (Syam, 2016: 42-43).

Meanwhile, when confidence has been formed, one rarely question their validity. Although when he was confronted with evidence to the contrary. The reason is simple, the human brain instinctively inclined to discard information that is inconsistent with the experience and knowledge possessed before. The belief is equal to the habits rather difficult to change. However, everyone also has the power to end the destructive beliefs, to then create a new perception. This new perception would then alter the neural circuitry of the brain that govern how people behave and what he believed. It needs to be noted that the belief in the human brain as a map. Described by Alfred Korzybski (Syam, 2016: 59), human knowledge in the world is limited by the human nervous system. Thus, no one can have a direct akases to reality. What is most known someone is information that filtered through the brain's response to deal with reality. Korzybski issued a dictum: "The map is not the teritory" (a map is not the territory). The dictum illustrates that human beliefs are not the same as reality. Humans simply do a process of abstraction from reality. This is what form of human belief. Brain create internal maps and obvious for a person. He knows through which the road when he wanted to go somewhere. He believes the internal map that he would sampat to the venue. However, once again, what is reflected in the human mind is not the same with the road that he traveled to reach somewhere. The human brain represents only two-dimensional world of three-dimensional world. Beliefs that will guide someone will walk in the reality of this life. Therefore, once again, if the internal map of a person is not in accordance with the road while he traveled in this reality. The destructive beliefs should begin to be changed with the conviction that constructive internal map that is used as a direction for travel in the real world becomes increasingly mjudah used to achieve the desired objectives. Confirmed by Syam (2016: 60), when a person chooses destructive belief that he seems to live in a world filled with injustice. He will tend to prove themselves without going to face new challenges, he will be easy to feel powerless. Meanwhile, if a person chooses a constructive confidence, he felt living in a world full of justice. He constantly seeks and creative in facing the challenges of life, full of luck, and continue to develop themselves to actualize the potential range of up to a maximum point.



Newberg and Waldman (Syam, 2016: 61), a neuroscientist who studied the belief, adding that human beliefs provide many benefits, among others: (1) helping people organize the world in a meaningful way, (2) to give people the feeling of self, (3) help people act in a certain way, (4) allows humans to achieve its objectives, (5) helps people regulate emotional center of the brain, (6) allows humans to socialize with others, (7) guiding others in the search for moral and educational and (8) to heal the mind and body.

Added by Carol S. Dweck (2016: 5-12) that there are two types of human mindset that is fixed mindset and a mindset that is growing (growth mindset). The fixed mindset is the confidence that the quality of a person is already set. People with a fixed mindset view that the risks and effort are two things that might reveal a person's inability-incompetence and indicate that a person is not capable of performing the task. It happened because for them the success means to prove that he is intelligent or talented. Failure interpreted as a setback. Get bad grades, lose games, or denied is to be considered not intelligent or not talented. In their view if it is intelligent and talented then one does not need to try. Furthermore, the failure of an action is transformed into identity. Worse yet the impact of failure for those who have a fixed mindset is the loss of self-failure can be permanent trauma that continues to haunt. Then, another way for people with a fixed mindset to try to improve their self-esteem after failing is to find a scapegoat and look for excuses (Dweck, 2016: 51). Meanwhile, a growing mindset can be defined as the belief that the basic quality of a person can be processed through specific measures. For people who have the mindset that develops, they understand the importance of challenging themselves and trying. Success means developing yourself to learn something new. Enterprises interpreted as something that makes them intelligent and talented (Dweck, 2016: 20). Failure interpreted them as something that does not determine their fate. Failure is a problem that must be faced, solved, and be learned (Dweck, 2016: 46)

From the foregoing it can be understood that mindset are the beliefs that influence a person's attitude. Mindset is made up of a set of belief or conviction. These beliefs include two types, namely the belief that constructive and destructive beliefs. Belief that constructive needs to continue to be empowered and strengthened, while the destructive belief should be replaced and repaired. While the human mindset is composed of a fixed mindset and the mindset that develops. The fixed mindset makes a person difficult to change and weak in empowering themselves, because the business is believed to be the form of incapacity, while a growing mindset continues to make man persevere in order to achieve self-actualization and success. Mindset growing need to continue to be grown and strengthened, while the fixed mindset needs to be changed and weakened.

Meanwhile, the nation's culture and character education is basically developing the values derived from the worldview or ideology of the Indonesian nation, religion, culture, and values formulated in the national education goals (MONE, 2010b: 7). In principle, the development of culture and national character is not included as a subject (the subject matter) but integrated into subjects, self-development and school culture (MONE, 2010b: 11). Planning and implementation of cultural education and the character of the nation conducted by the principal, teachers, tenaga education (counselors) together as a community educator and implemented into the curriculum through: self development program consists of routine, spontaneous activities, exemplary, and conditioning; the integration of subjects; and school culture (MONE, 2010b: 15-19). Education learning culture and character of the nation approaches the learning process of students actively and berusat in children; conducted through a variety of activities in the classroom, school, and



community (MONE, 2010b: 20-22). While educational attainment votes cultural values and national character is based on indicators and carried out continuously, every time the teacher is in the classroom or at school with the observation, anecdotal records, assignments, reports and so on (MONE, 2010b: 20-22).

The map of values identified for a number of subjects at the level of primary and secondary education, as well as the linkages between competency standards (CS) and basic competencies (BS), values, and indicators for each grade used in the development of cultural education and the character of the nation that includes 4 levels of classes, namely: ES (1 -3, 4-6), junior (7-9) and senior (10-12) (MONE, 2010b: 23-24). Development of cultural values and national character is done in a variety of learning activities in the classroom, the school and outside the school through classroom learning activities, co-curricular, and extracurricular activities in which all of this must be reflected in the document Curriculum Education Unit at satuan- education units (MONE, 2010b: 86).

Furthermore, in order to strengthen the implementation of character education in the educational unit has identified 18 values derived from religion, Pancasila, culture, and national education goals, namely: (a) religious, (b) honest, (c) tolerance, (d) the discipline , (e) hard work, (f) a creative, (g) independent, (h) democratic, (i) curiosity, (j) the national spirit, (k) love of the homeland, (l) recognize excellence, (m ) friends / communicative, (n) love peace, (o) likes to read, (p) to care for the environment, (q) social care, and (r) responsibilities. For the implementation of the value of the character to be developed can be started from the values that are essential, simple, and easy to implement, such as clean, neat, comfortable, disciplined, polite and courteous (MONE, 2011: 8). While the process of character education is based on the totality of psychological cover the entire potential of the human individual (cognitive, affective, psychomotor) and function in the context of the totality of sociocultural interaction within the family, the education unit and the community. Configuring the characters in the context of the totality of psychological and sociocultural processes can be grouped into: though the heart, though the thought, sport / kinesthetic, and sports as well as the intention (MONE, 2011: 9-10).

From the foregoing it can be understood that the labeling is by attaching an adjective, both positive and negative, as the identity of the student. In the context of character education, labeling the students would damage efforts to achieve the establishment and strengthening of character in students, as it forms the fixed mindset. The mindset are the beliefs that influence a person's attitude. Mindset is made up of a set of belief or conviction. These beliefs include two types, namely the belief that constructive and destructive beliefs. While the human mindset is also composed of two types, namely fixed mindset and the mindset that develops. Belief constructive and empowering mindset that develops a person's potential while destructive belief and fixed mindset tend to weaken and limit the potential seserang. Meanwhile, character education in ES / MI is the development of values derived from the worldview or ideology of the Indonesian nation, religion, culture, and values formulated in the national education goals, the implementation is not included as a subject (the subject matter) but integrated into subjects, self-development and school culture.

## **2. The Relevance of Labelling and Mindset Of Students with Character Education**

From the explanation of the basic concept of labeling, the mindset of students, and character education in ES / MI above can be seen at a glance that there is relevance between

the labeling, the formation of the student mindset, and successful implementation of character education in ES / MI, as seen in Figure 2. Detailed descriptions striking relevance of these is described below.

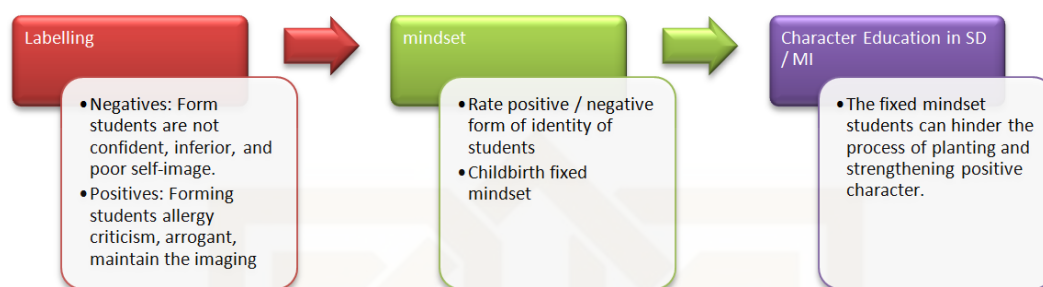


Figure 2

### The relevance of Labelling and Mindset of Students with Character Education

Negative and positive Labelling according Syahril Syam (2016: 239-241) form a fixed mindset damaging for students through feedback mechanisms provided by the teacher in every business process and student learning. Various activities negative labeling, such as: “basic idlers”, “you are stupid”, and “you were a slob”, can be powerful for students who get such a negative label. Label given to students will be a belief that dormant in the subconscious mind (Fitrani, et al, 2015: 25). With such labeling, they tend to be people who inferior, increasingly unable to show achievements, have low self-esteem and poor self image. For the positive labeling giving praise to students is no less dangerous. Research shows that if a student is regarded as a genius, for example, then it would tend to think and act like a genius. Miraculously values soaring performance will also rise in line with the positive label that has been given to him. This is the positive effects of positive praise. However, giving a compliment that focuses directly on the ability of students, such as “See what a genius you are,” the destructive effect. Because the “ability” to show who he is and entities, then unwittingly, positive label that has been attached to the entity itself will try always maintained. In order to maintain a positive label that has been attached to him that, then comes the attitudes and behaviors that tend destructive, for example: rejection of the new challenges because it will damage the ratings given by others and tend simply to maintain a purely self-image that has been formed. Even Syam (2016: 243) with Dweck citing research stating that praising a child’s intelligence turned out to be harmful to motivation and performance. In other words, the positive labeling shaping students into personal convictions fixed (fixed mindset). Dweck (2016: 102-108) also added about the effects of the praise that child who praised his intelligence are easily frustrated when you experience failure and did not dare to take risks. Meanwhile, complimented with excessive words will bring a sense of overbearing.

Labeling processes in shaping the mindset of students can be further described below. Every teacher assessment given to students is the wording that certainly has its own meaning. Any wording that might have good intentions, especially if someone is praised for his ability. However, the wording has been conveyed - even though it was a compliment - not necessarily work on one’s mind, especially the subconscious mind. For every word that conveyed will termaknai such a way by the subconscious mind, is precisely what hypnosis in communication (Syam, 2016: 241).

Cognitive Neuroscientist found that the subconscious mind is responsible, influence and determine the process and the results of 95% to 99% of the activity of thinking. Thus, the subconscious mind determine almost all of the decisions, actions, emotions, and behavior of people, including students in ES / MI. Almost all done by the students affected by the subconscious mind. Every sentence is heard will be processed first in the conscious mind, before finally entering into the subconscious and affects a person. However, it is important note that any sentence would be “termaknai” in such a way in a person’s mind and the meaning of the sentence will go directly to the subconscious mind without going through the “filter” in the conscious mind. In other words, the meaning of each sentence to be heard was not necessarily the same as the meaning of the sentence in the true sense. The meaning of the sentence points to the conclusion that form of the sentence is heard. The conclusion is that direct termaknai formed in the subconscious mind and certainly influence a person (Syam,, 2016: 242)

This is reinforced by the explanations Adi W. Gunawan (2008: 37-41), that repetition, the identification of a group or family, the idea conveyed is deemed to have authority figures (including teachers), intense emotions, and an alpha state became the principal means used for the formation of belief. Meanwhile, children at the age of ES / MI, ie 7-12 years, while in the development phase of their conscious mind, despite his mental filter is still open (Gunawan, 2008: 35). In other words, the planting of new values and beliefs are still easy to students. It also means changes in the mindset of students still easily done at the age of ES / MI.

Syam (2016: 50-55) reveals that any information obtained by a person and how one is to interpret and neurological menatukannya in his brain, will determine the belief that he was holding. That’s why humans are very individualistic belief system. Research also shows that human beliefs may change from time to time. As for students ES / MI (7-12 years old), they’re having two stages: stage III (6-10 years) and stage IV (10-20 years). In stage III, children are more logical and believe in the validity of their beliefs, even if they have not been able to question the accuracy of that belief. They tend to make generalizations (all or nothing) against their own beliefs. In addition to this period, the brains of children will continue to cut or reduce the connections between nerve cells. The thoughts were deemed useless and circuits that support will be destroyed. However, the neuron connections that support important confidence will be strengthened. In the phase III, the child’s confidence is mainly formed based on the concept-the concept of sensory and emotional. In general, they prefer to believe what they see and konsepsikan. While in stage IV, the teens confidence slowly began to shift of fun yourself to please others. They want to seek social approval and be part of a group. That’s why their beliefs are formed from imitating his friends. Occurred considerable social influence in shaping their beliefs. That is why, emotional conflicts (following the expectations of parents or friends sepergaulan) and social influence make them often dare to take an action that is high risk. They tend to throw most confidence they get from their parents, and hold beliefs of his peers. That is, social influence becomes a significant factor in the formation scent of their beliefs. Coupled with the emotional turmoil that makes them tend to override the logic and common sense

Meanwhile, on the labeling provision to students either negative or positive label label bore a fixed mindset (fixed mindset) in themselves. In the child’s condition has been contaminated with the fixed mindset for them will always feel that what is delivered by parents or their teachers as if it is a form of assessment on their properties - on their own identity. Disclosed by Syam (2016: 246-



247) that when a parent or teacher offers help to complete school work, children who berkeuakinan still feel, "The real reason is because they want to see how smart I was in school work I do". If a parent or teacher happy to see his son a good value, then the child will still feel confident, "They see me as happy as a bright child". Even when a parent or teacher will be angry when a child does not do what yag ordered, then the children who still believes would think, "They're worried I'll be naughty child". How naive pemaknaan the faithful remain. What is understood by children who still believes is that their parents were judging themselves and judging them.

Unlike the case with the meaning that is felt by children who believes growth (growth mindset). When parents or teachers help the school work, then children who believes pertumnguhan feel, "They wanted to make sure I really learned in accordance with my ability to finish school work". When parents are happy when you get a good value, they feel, "They were happy when I got a good value, it means I really struggled to finish my job." When parents get angry when it does not carry out an order, then they feel, "They wanted to help me learn the ways to do it better in the future".

As for the relevance of labeling and mindset of students with educational character in ES / MI namely that the labeling activity in the process of character education in ES / MI formed a mindset fixed (fixed mindset) on students. This condition is a serious problem in the process of character education in ES / MI. It was not separated because of the development of culture and national character is integrated into subjects, self-development and school culture (MONE, 2010b: 11). With this condition, character education require active participation of various parties, particularly the students. However, in conditions of students who have a fixed mindset would trigger the emergence of destructive and negative characters on students. Like, less zealous in trying and face new challenges; feel the success of others as a disaster; failure be interpreted as a setback; get bad grades, lose games, or denied is to be considered not intelligent or not talented; loss of self-failure can be permanent trauma that continues to haunt; and to improve their self-esteem after failing is to find a scapegoat and look for excuses (Dweck, 2016: 51). Therefore, labeling should be avoided in the process of character education, while the fixed mindset must be changed and reprogrammed it to be the mindset that develops, thus the character education can be effectively and efisen instill a 18-character value as follows: (a) religious, (b) be honest , (c) tolerance, (d) discipline, (e) hard work, (f) a creative, (g) independent, (h) democratic, (i) curiosity, (j) the national spirit, (k) the love of land water, (l) recognize excellence, (m) friends / communicative, (n) love peace, (o) likes to read, (p) to care for the environment, (q) social care, and (r) responsibilities.

### **3. Preventing Labelling Strategies and Students Fixed Mindset Changing To Optimize Implementation of Character Education in ES / MI**

To prevent the negative impact of labeling and the fixed mindset of students in character education in ES / MI then need to be taken a number of measures as a prevention strategy, labeling and a growing negative impact on the students' fixed mindset, namely: First, teachers should avoid labeling provision to students. To do that, consistent with the theory Pygmalian Effect then the teacher should always build expectations and perceptions are positive and empowering students (Gunawan, 2012: 220-221). Then, the teacher should give praise effectively to their students. The praise should be aimed at trying and not the ability of the student (Syam, 2016: 246).

Oki Fitriani, et al (2015: 27) adds that an effective way of praising namely: (a) Praise the behavior, effort, and attitude and not the characteristics of the person; (b) state the positive consequences of such behavior; (c) expressed as a simple sentence that is easy to understand; (d) instill faith for who / what he maintain the good behavior. Towards the behavior, effort and attitude, making the child feel confident that he has no control over his behavior. Behavior is the result of effort, not something inherent, is genetic and can not be changed (Dweck, 2016: 44). Stating the positive consequences of behavior, effort, and the child's attitude, means teaching him to understand the cause and effect of a deed. Choosing *konsekuensi* visible and not a promise. Then, praise expressed with simple sentences sent a clear message, what behavior is expected and not excessive. Furthermore, to instill faith fosters the belief that good works not just to please other people, including her own parents, but as part of the purpose of human creation. While an effective way of reprimand, expressed Fitriani, et al (2015: 30), namely: (a) scolds characteristics of the behavior not the person; (b) to say exactly what a mistake conduct; (c) tell the child that he is capable of making changes or made good more than that; (d) did not bring up past mistakes; and (e) still love the person.

Second, changing the fixed mindset of students. Dweck (2016: 320) says that mindset framing what happens, which takes place in human choice. Mindset *interpresasi* guiding the entire process, creating an internal monologue that is focused on the judgment. The fixed mindset is so tempting. He looks promising value, success, and a lifetime award to the children, only to sit idle and be yourself. That's why it takes a lot of effort to foster the growth mindset *suburkan* if the fixed mindset ingrained (Dweck, 2016: 352).

With the technique of Neuro-Linguistic Programming, there is a mapping across submodality techniques that can be used to change the belief of students. The steps that need to be done in the technique (Syam, 2016: 367-372), namely: (a) specify the fixed belief (belief 1) who will be changed; (b) specify an experience that makes students feel ridiculous if exceptional remember; (c) specify a belief replacement of belief 1 above, which of course empowers; (d) specify a belief that during this unbelievable 100% without a doubt; (e) consider and biological belief 1, so that the images, sounds, and feelings of belief one really can be presented, the current belief 1 is actually being lived, specify where the location / location of the picture / sound and *rasa* of the belief that , remember well located; (f) open your eyes and turn our attention for 10 seconds at room atmosphere; (g) consider and biological experience X is so ridiculous, so it really could be presented again, picture, sound, and *perasaan* of experience X, the current sense of ludicrous of experience X is actually being lived and peaking, find out where the location / layout of the picture / sound and sense of the X experience, and remember well located; (h) open your eyes and turn our attention for 10 seconds at *suasana* room, (i) consider and biological belief 2, namely the belief new would have, so it really can be constructed (imagination) images, sounds, and feelings of belief 2 right -Right can be presented, the current belief 2 is actually being lived, specify where the location / location of the picture / sound and *rasa* of such belief, remember well located; (j) open your eyes and turn our attention for 10 seconds at room atmosphere; (k) consider and biological belief 3, namely the belief that absolutely 100% trusted for this, so it really can be presented back images, sounds, and feelings of belief 3 really can be presented, the current belief is 3 is actually being internalized, specify where the location / location of the picture / sound and *rasa* of such belief, remember well located; (l) open your eyes and turn our attention for 10

seconds at room atmosphere; (m) now simultaneously imagine the belief one and experience the X in the respective locations of foreign, very quickly relocate the belief one to experience X, the effect is tingling at the thought of belief 1 that, and allow / permit belief one was settled in a new location that; (n) now simultaneously imagine the belief 2 and belief 3 at each location, with very quickly relocate the belief 2 to locations belief 3, the effect is felt belief 2 it became very confident, and allow / permit belief 2 settle in a new location.

From the above it can be concluded that strategies to prevent labeling and the fixed mindset of students to optimize the implementation of character education in ES / MI can be done in the following manner: (a) the teacher should avoid granting labeling to students; and (b) change the fixed mindset of students. One way is by submodality mapping techniques across.

## CLOSING

### 1. Conclusion

From the description in the discussion above it can be concluded that: first, the concept of labeling is basically implies paste activity adjectives, both positive and negative, as the identity of the student. The mindset are the beliefs that influence a person's attitude. Mindset is made up of a set of belief or conviction. These beliefs include two types, namely the belief that constructive and destructive beliefs. While the human mindset is also composed of two types, namely fixed mindset and the mindset that develops. Belief constructive and empowering mindset that develops a person's potential while destructive belief and fixed mindset tend to weaken and limit the potential seserang. Meanwhile, character education in ES / MI is the development of values derived from the worldview or ideology of the Indonesian nation, religion, culture, and values formulated in the national education goals, the implementation is not included as a subject (the subject matter) but integrated into subjects, self-development and school culture.

Secondly, the relevance of labeling and mindset of students with educational character in ES / MI namely activities labeling formed a mindset fixed (fixed mindset) on students, while the mindset remains a serious problem in the process of character education in ES / MI, as counter-productive to the goal of education character. The condition of students who have a fixed mindset would trigger the emergence of destructive and negative characters on students. Therefore, labeling should be avoided in the process of character education, while the fixed mindset must be changed and reprogrammed into a mindset that is growing, thus the character education can be effectively and efisen can embed 18 character value well are as follows: (a) religious, (b) honest, (c) tolerance, (d) discipline, (e) hard work, (f) a creative, (g) independent, (h) democratic, (i) curiosity, (j) the national spirit, (k) love of the homeland, (l) recognize excellence, (m) friends / communicative, (n) love peace, (o) likes to read, (p) to care for the environment, (q) social care, and (r) responsibilities.

Thirdly, the strategy to prevent labeling and the fixed mindset of students to optimize the implementation of character education in ES / MI as follows: (a) the teacher should avoid granting labeling to students; and (b) change the fixed mindset of students. One way is by submodality mapping techniques across.



## 2. Recommendation

The recommendation of this article includes two things: First, teachers should avoid labeling, either positively maupun negative label to students. To admonish you should use an effective way of reprimand, nor to praise it praised the effective use manner. Second, the fixed mindset because one of them by labeling of the teacher. Moreover, it also needs to be observed and noted all the attitudes of teachers as a model for students ES / MI. Therefore, teachers must be able to act as optimally as possible in the application of a noble character and shows the growing personal mindset.

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