A Comparative Study of Attitude Assessment Between Senior High School and Vocational High School

Bayu Ananto Wibowo⊠
Universitas PGRI Yogyakarta, Indonesia
E-mail : bayuananta@upy.ac.id

Abstrak

Pendidikan karakter yang menjadi fokus utama kurikulum 2013 membuat guru tidak hanya terpaku pada penilaian kognitif, namun juga dituntut untuk memberi penilaian secara afektif. Dalam praktiknya, penilaian sikap pada jenjang Sekolah Menengah Atas dan Sekolah Menengah Kejuruan memiliki perbedaan dari segi instrument penilaiannya dan proses penilaiannya. Penelitian ini bertujuan untuk mengetahui, (1) Penilaian sikap yang dilakukan di tingkat Sekolah Menengah Atas, (2) Penilaian sikap yang dilakukan oleh Sekolah Menengah Kejuruan, (3) Untuk mengetahui komparasi penilaian sikap antara Sekolah Menengah Atas dengan Sekolah Menengah Kejuruan. Pengambilan data pada penelitian ini dilakukan di Sekolah Menengah Atas di Yogyakarta dan Sekolah Menengah Kejuruan di Yogyakarta.
Kata Kunci: Penilaian Sikap, Sekolah Menengah Atas, Sekolah Menengah Kejuruan, Kurikulum 2013

Abstract

Character education which is the main focus of the 2013 curriculum makes teachers not only fixated on cognitive assessment but also required to give an affective assessment. In practice, the assessment of attitudes at the Senior High School and Vocational High School levels has differences in terms of the assessment instrument and the assessment process. This study aims to determine, (1) Attitude assessment conducted at the Senior High School level, (2) Attitude assessment conducted by Vocational High School, (3) To determine the comparison of attitude assessments between Senior High School and Vocational High School. Data retrieval in this study was carried Senior High Schools at Yogyakarta and Vocational High School at Yogyakarta.
Keywords: Attitude Assessment, High School, Vocational School, 2013 Curriculum

INTRODUCTION

In line with the 2013 curriculum's goals, character education in schools is a primary issue. (Muhtar 2014) asserts that national education has yet to produce quality graduates capable of driving progress in numerous sectors. So schools must work hard to generate great graduates with character. (Dodds 2016) emphasized the same thing, emphasizing academic success above social-emotional development.

In Article 3 of the National Education Law No. 20 of 2003, it is stated that the purpose of national education is to develop capacities and form the character and civilization of a dignified people. The legislation clearly states that character education is an aim of national education. This implies that national education focuses on both intellectual and character development.

Character is a key aspect in defining a nation's identity. According to (Mahmud 2014), character has two aspects: linguistic (etymological) and conceptual (terminological). According to Majid in Mahmud (2014), the term character originates from the Latin kharakter, kharassaein, and kharax, and the Greek word charassein, which means to create sharp and deep. Character is often used in English and Indonesian.

According to (Lickona 2013), character is "a dependable inner inclination to react to events in a morally desirable manner." A moral knowing, moral emotion, and moral activity are three linked components of the character, Lickona noted. A noble character knows goodness, commits to goodness, and then performs good. Also known as knowledge, attitude, and motivation, character is a combination of actions and talents (skills).

Character education has always been an issue. Ki Hadjar Dewantara, an Indonesian hero and educator, emphasizes character education in schools. He disclosed he expressed character, which is a mixture of all permanent human conduct that distinguishes one individual from another. Ki Hadjar Dewantara said that fundamental developments impacted by teachings shaped the character. "Basic" refers to a person's intrinsic nature based on his forebears, while education or "teaching" refers to all types of education or teaching from conception through puberty. According to Ki Hadjar Dewantara, an excellent character is formed through instilling a balance between the principles of "fundamental" and "teaching" in pupils from an early age (Dewantara 2013).

It follows that character is the value of human conduct that covers all human activities, including those related to God, himself, others, and the environment. Religious, legal, etiquette, cultural, and customary acts Character education grew out of this notion of character (character education).

The 2013 curriculum requires schools to be innovative in their character education implementation. So that character development may be maximized, each school must innovate models, approaches, techniques, and teaching methods. New issues develop when using models, approaches, tactics, and procedures. Many instructors struggle to assess pupils' character traits.

Educators must be aware of the importance of character building as a forum, which can help shape behavior, develop personal values, and create an environment that sets an example for students and is conducive to comfortable and safe growth. From a technical point of view, this is a personal development effort. Intellectually, psychologically, morally, socially, aesthetically, and religiously (D A Dewi et al. 2021). Because education is an effort to build a human character which is carried out with designs, methods, and strategies that adapt to the environment. So, the school should be a means to develop character (Dinie Anggraeni Dewi et al. 2021).

Curricular character education has been included (Kurniasih 2014). Furthermore, student achievement may be determined not just by test scores, but also by decency, faith, practice, attitudes, and ideals. So the instructor must measure attitudes based on KI-1 and KI-2. KI-1 and KI-2 attitude assessments are distinct from KI-3 and KI-4. This is because instructors do not teach essential skills via textbooks, but rather through their habits and examples. The 2013 curriculum will create comprehensive attitudes and abilities among students. In KI-1 (mental aspect) and KI-2 (evaluative aspect), the attitude towards integration and assessment

is described (social aspect). A requirement to fill up journals relating to student attitudes will be shown after the learning activity, so teachers cannot disregard this attitude (Audina, Susetyo, and Arifin 2019).

Kusaeri describes attitude evaluation as a complicated action involving values and things that cannot be directly quantified. As a consequence of an immediate learning process, the outcomes of the attitude evaluation are examined by educators every time the learning process is completed. Educators judge student conduct over a period of time (eg half or one semester) based on observations and recordings with certain behavioral markers (Kusaeri 2018). The guideline for measuring learning outcomes in Vocational High Schools (Direktorat Pembinaan Sekolah Menengah Kejuruan 2018) divides attitude evaluation into spiritual and social attitudes.

Tiara and Sari define social attitude as a person's response to anything in social life. Social attitudes have subjects and objects. A person's attitude is constantly visible in social interactions. Social attitudes evolve in a social group and are repeated (Tiara and Sari 2019). According to Bafadal (2013), spiritual attitudes include worship obedience, appreciation, tolerance, and prayer before and after activities. Character development takes time, but teachers can see behavioral clues early on. First, create an assessment framework for measuring student attitudes. The format may be tailored to the character and the evaluation method (Mulyasa 2014).

In reality, high school and technical high school instructors use somewhat different methods to measure students' attitudes. For example, at one of Yogyakarta's state vocational schools and one of its state high schools, an attitude assessment tool was identified that was distinct from the character qualities to be developed and the assessment procedure. However, the Ministry of Education and Culture has created this part of attitude evaluation to measure student attitudes based on secondary school goals. Because the graduation orientation of students in Senior High and Vocational High School differs.

METHOD

It was decided to employ a comparative qualitative technique for this investigation. Because the researchers wish to compare the attitudes assessed by instructors in Senior High School and Vocational High School, they are conducting this study. Both from the attitude assessment instrument as well as from the procedure of attitude evaluation in Senior High School and Vocational High School were used. The occurrence of one or more variables in two or distinct samples, or at different dates, according to Sugiono, is defined as comparative study (Sugiyono 2012).

In this study, data collection techniques used interviews, documents, audio recordings, and related books to support the research. According to (Supriatin 2012), interviews, documents, and recordings can be used as research objects, as analytical materials to explain the source of the expected topic. At the same time, in order to analyze the data, the researchers used triangulation techniques. This technique is used to check the validity of the data by utilizing other sources outside the data such as the history books of Mataram Islam, and so on for checking purposes or as a comparison against the data. In this study, triangulation was carried out to check both information and data contained in the data source with the same method at different times, (Sugiyono 2012).

The process of data analysis in this study uses an interactive model (interactive model) from Miles and Huberman. The data is processed so that valid conclusions or meanings can be drawn, as well as the best method for analyzing data so that they can meet scientific requirements in research. The process of data analysis used in this study includes analysis before in the field and analysis while in the field. according to Miles and Huberman, namely the analysis carried out during data collection and after data collection within a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. Activities in this data analysis are data reduction, data presentation of data, and conclusions (Miles & Huberman 2014).

RESULTS AND DISCUSSION

As part of the 2013 Curriculum Character Education, which focuses on character education, schools are required to inculcate character ideals that are outlined in the Curriculum Character Education. The evaluation procedure and attitude assessment tools used by instructors at the Senior High School and Vocational High School levels, on the other hand, are somewhat different from one another. The distinction between the assessment instrument and the attitude assessment procedure may be noticed in the assessment instrument. Since character education is expected to be included in the 2013 curriculum, it is intended that instructors at the Senior High School and Vocational High School levels will be able to implement and measure the amount to which character education may be infused in every student activity at school.

1. Attitude Assessment at the High School level

Aspects of attitude values that will be established in pupils, according to observations made at one of the public high schools in Yogyakarta, include the following: This attitude value factor is related to the lesson plans that the instructor has created. Where in the lesson plan the part of attitude values that will be formed is incorporated in every learning activity that takes place in the classroom is where the emphasis is placed on developing positive attitudes. More information may be found in the table below:

Table 1
Lesson plans for public high schools provide the following processes for studying history

CORE ACTIVITIES (75 minutes)		
Learning Activities	**Times**	**Attitude/character**
OBSERVE 1. The instructor instructs children to read the books that have been supplied for them at school. 2. The instructor provides pupils with a 5-minute window during which they may swiftly read their student books. 3. The reading assignment comes to an end, and the students are asked to listen to a short explanation from the instructor on "the emergence of guided democracy."	10 minutes	Curiosity
ASK 1. The instructor provides a chance for students who want to ask questions after providing a quick summary of the content "guided democracy growth." 2. The instructor sends the class to the next learning activity, which is a discussion in groups (5 people) 3. The instructor provides a chance for students who still have questions regarding the explanation of the content to do so during class.	10 minutes	Responsibility Critical
EXPLORING 1. Students are permitted to do research and gather knowledge from a variety of sources (books, journals, ebooks, or the internet). 2. The instructor advises that any information collected from a variety of sources must be examined to see if it is accurate. 3. The instructor urges the students to discuss the policies of the guided democracy era. 4. Students share their thoughts in order to better comprehend the content being addressed.	30 minutes	Diligent, Honest, and Thorough
COMMUNICATE 1. The instructor requests group 1 to give a presentation in front of the class on the outcomes of the discussion. 2. The findings of the investigation are then documented in writing form. 3. The instructor administers a competence exam to determine whether or	15 minutes	Appreciate, Communication

not the pupils grasp the material.

After conducting interviews with history instructors at one of the public high schools in Yogyakarta, it was discovered that a tool for assessing the attitudes of students might be developed and utilized by the teacher. The evaluation instruments are as follows:

1. Teachers' observations and journals
2. Students' self-assessment
3. Comparing and contrasting between friends

The instrument may also be found in the history lesson plan for high school students who are studying the subject of history. The process of measuring student attitudes may be carried out by the instructor during classroom learning activities, as well as outside the classroom by the student and among friends, among other things. The following is a tool for assessing one's attitude. Observation/teacher diary, self-assessment, and peer evaluation are all possible options.

a. Attitude Assessment Instrument (Observation/Journal)

Table 2
Attitude Assessment Sheet

ATTITUDE OBSERVATION SHEET

Class   : …………………
Date and time : …………………
Subject matter : …………………

Number	Student's name	Curiosity	Value	Average
1				
2				
3				
4				
5				
6				
7				
8				
Amount				

Assessment rubric

Table 3
Assessment Rubric

Attitude	Criteria	Indicator
Curiosity	4 = Very high	Always showing curiosity – been consistent
	3 = Height	Often shows curiosity – starts to be consistent
	2 = Enough	Sometimes shows curiosity – not yet consistent
	1 = Less	Never shows curiosity – inconsistent
Value	4 = Very high	Always respect opinions – have been consistent
	3 = Height	Often value opinions – start to be consistent
	2 = Enough	Sometimes respects opinions – not yet consistent
	1 = Less	Never value opinion – inconsistent

b. Attitude Assessment Instrument (Self Assessment)

Table 4
Self-Assessment Sheet

Honest attitude

Instruction:

Put a checkmark (v) in the score column according to the attitude of responsibility displayed by students, with the following criteria:

4 = always, if always do according to the statement

3 = often, if often do according to the statement and sometimes don't do

2 = sometimes, sometimes do, and often don't do

1 = never, if never do

Student Name   : …………………
Class   : …………………
Observation Date : …………………..
Subject matter : …………………..

Number	Observation Aspect	Score 1	2	3	4
1	I don't cheat on books/dictations during exams				
2	I do the test without glancing/seeing my friends' answers				
3	I report when a friend cheats				
4	I wrote the experimental data according to the original				
	Mode				

c. Attitude Assessment Instrument (Assessment Between Friends)

Table 5
Inter-Student Assessment Sheet

Responsible Attitude

Instruction:

Put a checkmark (v) in the score column according to the attitude of responsibility displayed by students, with the following criteria:

Instruction:

Put a checkmark (v) in the score column according to the attitude of responsibility displayed by students, with the following criteria:

4 = always, if always do according to the statement

3 = often, if often do according to the statement and sometimes don't do

2 = sometimes, sometimes do, and often don't do

1 = never, if never do

Name of Students Assessed   : …………………
Class   : …………………
Observation Date   : …………………..
Subject matter   : …………………..

Number	Observation Aspect	Score 1	2	3	4
1	Doing assignments given by the teacher				
2	Collect assignments on time				
3	Participate in group work/work team				
	Total score				

Observation techniques, self-assessment, peer evaluation by students, and journals are used to conduct an attitude competency assessment at the high school level, according to (Fadillah 2014), who believes that educators should conduct an attitude competency assessment through observation techniques, self-assessment, peer evaluation by students, and journals. When students are observed, self-assessed, and assessed, they utilize a check list or rating scale accompanied by a rubric, and they keep a diary that is in the form of comments from their teachers. It examines students' attitudes about the subject matter, their attitudes toward their teachers/teachers' attitudes toward the learning process, and their attitudes toward values or standards associated with the learning materials.

Based on the concept of attitude, which is a reaction to an object expressed in two ways, namely in writing and in conduct, the techniques of observation, self-evaluation, and peer-assessment are selected for use in the assessment of attitude. Self-evaluation procedures are used to evaluate verbal statements or written statements, while observation and peer assessment techniques are used to evaluate conduct or behavior about the verbal claims or written statements. Because of the limits of observers evaluating via behavior, two ways are used to conduct attitude assessments through behavioral responses: from the perspective of the instructor and from the perspective of the students themselves. When it comes to watching activities, the observer himself is the source of the issue. The subject's interpretation or meaning of the observed behavior might cause the findings of observations to be muddled, which can lead to a muddled outcome (Kerlinger 2014).

2. Attitude Assessment at the Vocational High School level

Character values are established in aspects of attitude evaluation at the vocational high school level, and these aspects of attitude assessment have their own set of assessment standards. Five (five) primary character values are distinguished from the rest of the characters.

a. Integrity
b. Religious
c. Nationalist
d. Independent
e. Cooperation between parties

Each of these five key character values is aimed at enhancing character education in one way or another. More information may be found in the following table:

Table 6
Characters developed in Vocational High School

Number	Character Key Values	Character Values In Strengthening Character Education
1	Integrity	**Anti-Corruption** a. Do not attempt to cheat on examinations b. Non-plagiarism (the act of stealing or duplicating another person's work without disclosing the source) is required. c. Acknowledge and express emotions as they are d. Turning over the goods discovered to the appropriate authorities g. Create reports based on the data or information that is currently available. f. Acknowledge and accept responsibility for your faults or limitations.
2	Religious	**Carrying out religious teachings** a. Pray before and after engaging in physical activity b. Engaging in religious practices in accordance with their faith c. Say hello and goodbye at the beginning and finish of the activity. d. Thankful for the blessings and privileges bestowed upon us by God Almighty e. Recognize and respect the ability of humans to exert self-control. f. Express your gratitude when you achieve success in a task.

Number	Character Key Values	Character Values In Strengthening Character Education
		g. After attempting or doing business, surrender (tawakal) to God.
		h. Taking care of the environment in and around the school
		i. Maintaining positive relationships with other believers in the Almighty God
		j. As the Indonesian nation, we give thanks to God Almighty.
		Stay away from religious prohibitions
		a. No smoking, no drugs
		b. Not lying
3	Nationalist	**Obey the law**
		a. Comply with school regulations
		b. Compliance with class rules/class agreements is required.
		c. Comply with the norms of learning established by the instructor.
		Discipline
		a. Arrive on time
		b. Obey the rules/rules together/school
		c. Complete / gather assignments in accordance with the given time and in line with the norms of excellent and proper written language d. Participate in extracurricular activities
4	Independent	**Bravery**
		a. Have the courage to declare one's views
		b. Have the courage to inquire
		c. Have the courage to be innovative and attempt new things.
		Learner
		a. Enthusiastic and enthusiastic in learning
		b. Have a sense of always wanting to help friends in learning
		c. Have a great curiosity
5	Mutual cooperation	**Volunteer**
		a. Willingness to perform tasks as agreed
		b. Willing to help others without expecting anything in return
		c. Active in group work
		d. Focusing on group goals
		e. Looking for ways to overcome differences of opinion/thoughts between oneself and others
		f. Encouraging others to work together to achieve common goals
		Solidarity
		a. Not prioritizing personal interests
		b. Actively involved in community service cleaning the classroom or school

On the basis of the table above, it can be seen how the character values that have been established have 5 (five) major character values. The five primary qualities of this character correspond to the characteristics that the school seeks to instill in its pupils as a whole. Character values in strengthening character education are found in each of the 5 (five) main character values, and in each of the character values in strengthening character education, there are student activity points that are used as measuring tools to assess attitudes. Character values in strengthening character education are found in each of the 5 (five) main character values. These principles serve as a guideline for instructors when assessing the attitudes of schoolchildren in their classrooms.

Even though an instrument is used to evaluate it, Vocational High School maintains a diary or summary of attitude assessment results. The instructor uses this attitude evaluation recapitulation to keep track of every student's attitude activities while at school. The attitude that instructors monitor in their pupils is based on

qualities of character that have been acquired in school (See table 1.1). An account of the recapitulation of an attitude assessment conducted at one of Vocational High Schools in Yogyakarta is provided below:

Table 7
Recapitulation of Attitude Assessment in Vocational High Schools

Subject   : Indonesian History
Semester   : I
Academic Year : 2020/2021
Teacher's name : Sarifah Nurul Hidayah, S.Pd.

Number	Date	Student Name	Class	Behavior Note	The Main Value of Strengthening Character Education

After conducting an investigation with teachers at one of the Vocational High Schools in Yogyakarta, it was discovered that they did not receive a score for their attitudes, but rather a description, which was then discussed with other subject teachers and counseling guidance teachers before being included in the attitude assessment recapitulation table. Each semester will be reported and recorded on the report card with a rating of Very Good/Good/Enough/Less for each of the following categories.

3. Comparison of Attitude Assessment between Senior High School and Vocational High Schools

The results of the comparison of attitude assessment between Senior High School and Vocational High Schools can be seen in table 8 below:

Table 8
Comparison of Attitude Assessment in Senior High School and Vocational High School

Number	Tier	Assessment Instrument	Appraisal Process	Excess	Weakness
1	Senior High School	Consists of 3 research instruments. a. Observation/ Journal of teachers b. Self-assessment c. Rating between friends	1. Through direct observation by the teacher 2. Students assess themselves 3. Students give an assessment of their friends	The data obtained is more accurate, because there are 3 sources of attitude assessment data. Can use data triangulation analysis	Not done well
2	Vocational High School	Consists of 1 journal or recapitulation of attitude	The teacher observes the	More concisely, the assessment process from subject teachers is left to the	It is difficult to observe the activities of students' attitudes, the result is that only students who look

Number	Tier	Assessment Instrument	Appraisal Process	Excess	Weakness
		assessment	students directly	counseling guidance teacher	prominent (both in terms of bad attitudes and good ones) are ultimately observed attitudes

In accordance with the table above, the accuracy of the attitude assessment at the high school level is higher. This is because the attitude assessment at the high school level has more data to analyze, including data from the teacher, data from students themselves, and data from the students' friends (all of whom participated in the attitude assessment). If we compare this to the attitude evaluation that was conducted at the SMK level, Despite the fact that both of them have issues executing a less than optimum attitude evaluation, they both persist.

CONCLUSION

Attitude assessments carried out in Senior High School and Vocational High School have differences in terms of attitude assessment instruments, as well as in the assessment process. This is evidenced by several character values developed. The attitude assessment in high school refers to the lesson plans made by the teacher. Where in the lesson plan, the aspect of attitude values that will be developed is found in every learning activity in the classroom. This means that the aspect of attitude values that the teacher wants to apply in the classroom can be adjusted to the learning materials, the learning methods to be applied, and the process of learning activities in the classroom with attitude assessment instruments which are divided into 3 (three), namely; observation, self-assessment, and peer-assessment. While the attitude assessment in Vocational High Schools, there are 5 (five) main characters that want to be developed for students. In each of the 5 (five) main character values, there are character values in strengthening character education, whereas in each character values in strengthening character education there are student activity points that are used as measuring tools to assess attitudes.

However, there are still obstacles when conducting attitude assessments. Both at the high school and high school level. As stated by a history teacher at one of the public high schools in Yogyakarta, he finds it difficult to supervise students at all times. So the two attitude assessment instruments, namely self-assessment, and peer-assessment, really help the teacher's performance to assess the attitudes of students. However, there are weaknesses in the form of data whose validity is doubtful, this is because students tend to judge themselves and their friends always. The same obstacle is felt by Vocational High School teachers during the process of assessing the attitudes of their students. Because they cannot supervise all their students all the time while at school, only students who stand out are given an assessment. Both students with bad attitudes, as well as good attitudes. This is because students will really be seen when he excels or is naughty. While students who are mediocre will find it difficult to monitor it.

The obstacles felt by the teacher during the attitude assessment process can be minimized. According to (Darmansyah 2014) for maximum application, teachers need to learn through training, and teachers are given the freedom to creatively develop their own attitude assessment instruments that are adequate so that the objectivity of the assessment can be carried out optimally. This is because in the previous curriculum the attitude assessment has not been carried out. Therefore, the continuation of future research is to apply an attitude assessment instrument that is able to provide convenience to every teacher, and has a better level of objectivity so that the assessment can be carried out optimally.

ACKNOWLEDGMENT

REFERENCE

Audina, Ise, Susetyo Susetyo, and M. Arifin. 2019. "Penilaian Sikap Siswa Dalam Pembelajaran Bahasa Indonesia Oleh Guru Kelas VII di SMP Negeri 1 Kota Bengkulu." *Jurnal Ilmiah KORPUS* 2(2):167–73. doi: 10.33369/jik.v2i2.6520.

Bafadal, Ibrahim. 2013. *Technical Guide for Assessment in Elementary School*. Jakarta: Kemendikbud Dirjen Pendidikan Dasar.

Darmansyah, Darmansyah. 2014. "Teknik Penilaian Sikap Spritual Dan Sosial Dalam Pendidikan Karakter Di Sekolah Dasar 08 Surau Gadang Nanggalo." *Al-Ta Lim Journal* 21(1):10–17. doi: 10.15548/jt.v21i1.67.

Dewantara, Ki Hadjar. 2013. *Education: Thought, Conception, Exemplary, Independent Attitude*. Yogyakarta: UST-Pers.

Dewi, D A, S. I. Hamid, J. T. Kamila, S. B. Putri, and V. N. Haliza. 2021. "Penanaman Karakter Smart Young And Good Citizen Untuk Anak Usia Sekolah Dasar." *Jurnal Basicedu* 5(6):5234–40.

Dewi, Dinie Anggraeni, Solihin Ichas Hamid, Farah Annisa, and Monica Octafianti. 2021. "Menumbuhkan Karakter Siswa Melalui Pemanfaatan Literasi Digital." *Jurnalbasicedu* 5(6):5249–57.

Dodds, Diane M. 2016. "O-The Effects of Character Education on Social-Emotional Behavior." *Masters of Arts in Education Action Research Papers* 1–32.

Fadillah. 2014. *2013 Curriculum Implementation*. Yogyakarta: Arr-Ruzz Media.

Direktorat Pembinaan Sekolah Menengah Kejuruan. 2018. *Guide to Assessment of Learning Outcomes and Character Development of Vocational High Schools*. Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan.

Kerlinger, Fred. 2014. *Principles of Behavioral Research*. Yogyakarta: UGM Press.

Kurniasih, Imas dan Berlin Sani. 2014. *Implementation of Curriculum 2013 Concept and Application*. Surabaya: Kata Pena.

Kusaeri. 2018. "Jurnal Inovasi Pendidikan Dasar." *Jurnal Inovasi Pendidikan Dasar* 2(2):1–13.

Lickona. 2013. *Character Education: A Complete Guide to Educate Students to Be Smart and Good*. Bandung: Nusapedia.

Mahmud. 2014. *Pendidikan Karakter : Konsep Dan Implementasi*. Bandung: Alfabeta.

Miles, Matthew B., Huberman A. Michael. 2014. "An Analytic Approach for Discovery." *CEUR Workshop Proceedings* 1304:89–92.

Muhtar, Tatang. 2014. "Analisis Kurikulum 2013 Ditinjau Dari Aspek Nilai Karakter Bangsa." *Mimbar Sekolah Dasar* 1(2):168–75. doi: 10.17509/mimbar-sd.v1i2.879.

Mulyasa. 2014. *2013 Curriculum Development and Implementation*. Bandung: Remaja Rosdakarya.

Sugiyono. 2012. *Understanding Qualitative Research*. Bandung: Alfabeta.

Supriatin, Yeni Mulyani. 2012. "Tradisi Lisan Dan Identitas Bangsa: Studi Kasus Kampung Adat Sinarresmi, Sukabumi." *Patanjala : Jurnal Penelitian Sejarah Dan Budaya* 4(3):407. doi: 10.30959/patanjala.v4i3.155.

Tiara, Shintia Kandita, and Eka Yuliana Sari. 2019. "Analisis Teknik Penilaian Sikap Sosial Siswa Dalam

Penerapan Kurikulum 2013 Di Sdn 1 Watulimo." *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 11(1):21. doi: 10.17509/eh.v11i1.11905.