

The Effect of Discovery Learning Strategy and the way of Students Learning to Students' Character

M. Taufiq Hidayah Tanjung¹ Reh Bungana Perangin-angin² Dede Ruslan²

¹(Postgraduate Students at State University of Medan, Indonesia)

²(Postgraduate Lecturer at State University of Medan, Indonesia)

Abstract : *This study aims to determine the effect of discovery learning strategies and the way of students' learning about the students' character. This research uses quantitative approach with quasi experiment method. The research took place in class V SDN 064015 and SDN 060873 in Medan City with population and sample totaling 120 students. The research data was obtained through attitude test in the form of a validated questionnaire. The results obtained in this study indicate that the interaction between Discovery learning strategy and the way of students' learning about the character of students. The result of interaction between learning strategy and student's way of study in this research is significant $0.000 < 0,05$ meaning the improvement of student character in experiment class is better when compared to control class. It is stated that the learning strategy of Discovery and the way of student learning is very influential on the character of the students.*

Keywords – *discovery learning strategy, the way of students learning, character, Civic Education*

I. INTRODUCTION

Law Number 20 Year 2003 regarding National Education System in Article 3 states that the national education function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and fear God The Almighty, having a noble character, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

The function of national education is not only aimed at developing cognitive aspects only, but the most important thing is the realization of the ability and the formation of the character and human beings who believe and cautious to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. All these aspects are the same as expected by the purpose of national education that is, the intellectual life of the nation and develop a complete Indonesian man, the man who believes and piety towards God Almighty and virtuous noble character, possessing knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of community responsibility and nationality.

Education that can create character is a must that must be implemented by all related components in the world of education, ranging from local and central government, principals, teachers, parents, committees, business world and industry, and others. In essence the education aims to form the character of a person who believes and cautious to God Almighty. The success of education is not only seen on intellectual factors alone, but the success of education can be seen from the process of character formation and character of learners.

The development of character which is the effort of the realization of Pancasila's mandate and the Preamble of the 1945 Constitution is motivated by the realities of the current nationality problems such as disorientation and the unfolding of Pancasila values; the limitations of integrated policy instruments in realizing the values of Pancasila; shifting ethical values in the life of nation and state; waning awareness of the nation's cultural values; threat of disintegration of the nation; and the weakening of the nation's independence [1]. According to Yus in Musfiroh that character is as a word that has a varied connotation and the meaning is greatly determined by the context of its use [2]. In the context of education, character is interpreted as behavior that refers to values and morals, such as how well a person behaves.

According to Setiawan several factors that cause low student's character are: first, education system that less emphasize character formation, but more emphasize intellectual development, for example education evaluation system emphasize cognitive / academic aspect; second, environmental condition less supportive of development of good character [3].

Based on the results of observations that the authors encountered in grade V students in SDN 064015 Medan City, the character of learners is very low. this is evidenced by the form of behavior of learners include doodling school facilities, fighting, mocking each other, borrowing stationery without permission, talking harshly, behaving mischievously in the classroom, chatting when learning, hostility and cheating.

Based on the results of interviews that the authors do, a lot of recognition from students who claimed that learning Civics is boring because it is full of theories and only do notes. The low character of the students is also caused by the students who are not familiar with the material presented and the lessons are still going on

conventionally where the teacher plays a dominant role in delivering the material, while the students sit idly watching the teacher with occasional interrupts recording and answering teacher questions. The atmosphere that leads to the appearance of boredom, and not active in the learning process so that students act out of the rules as disrupt his friend.

The character of the students is also determined by environmental factors both school and home. In school the teacher plays an important role to the character of students, because teachers who teach the character of everyday, this becomes important because not all teachers have a good character and vice versa. Sometimes a teacher makes mistakes because there are bad influences from the surrounding environment, this is ditabambah more teachers who are less able to read the students desire, causing the atmosphere is not conducive in the classroom.

This phenomenon shows that one of the problems character of education is in the learning process. In this case students are required to be able to remember and memorize various theories. Indirectly, this learning process excludes how to develop students' thinking and understanding skills. This is where the role of teachers as an important component in the educational process is expected to overcome these problems. A teacher must have the ability to design a learning strategy that fits the specific objectives to be achieved. A learning strategy that not only requires students to memorize the theory but also how to make students able to understand the concept that gave rise to the theory. In other words this strategy should prioritize the activity of students, let students find the concept of the material itself, because basically our brain will be longer remember the things we directly take part in it.

The purpose of obtaining maximum character is also influenced by the ability of teachers to recognize and understand the characteristics of students. Dick & Carey said that "a teacher should be able to recognize and know the characteristics of students, because a good understanding of the characteristics of students will greatly affect the success of student learning" [4]. Because if a teacher can know the characteristics of students, then the teacher can adapt to the strategy and how to learn the students who want to use.

Selection and use of appropriate learning strategies is a demand that must be met by an educator. "In the process of teaching and learning, teachers must have a strategy, so that students can learn effectively and efficiently, tap on the expected goals" [5]. This learning strategy is related to the success of teaching and learning process which the result will determine the achievement that will be achieved by the students. According to Sanjaya "strategy is devised to achieve a specific goal, meaning the preparation of learning steps, the utilization of various facilities and learning resources are all directed towards achieving the goal" [6].

The choice of learning strategies that involve many of the students' active roles is discovery. At present discovery strategies are widely used in advanced schools. This is because the discovery strategy is a way to develop an active the way of students' learning, by finding out for themselves, to self-investigate, the results obtained will be "faithful" and long lasting in memory, not easily forgotten by children, self-disclosure is a notion really mastered and easy to use or transferred in other situations, using the discovery strategy of children learning to master one of the scientific methods that will be developed alone, with this discovery strategy also, children learn to think analysis and try to solve problems faced by themselves; this custom will be transferred in social life [7].

The use of discovery strategy in learning Civic is very suitable due to the characteristics of Learning Civic subjects that focus on the establishment of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and mandated character by Pancasila and the 1945 Constitution and has the same goal of growing and developing critical, creative and innovative thinking skills [8]. The discovery strategy is one of the learning strategies developed as a response to disenchanting educational needs with the blankness of the content of most educational, especially in the late 19th and early 20th centuries [9]. This strategy emphasizes a student-centered approach. From the existing exposure can be drawn a conclusion that the discovery learning strategy can create students who have good character [10].

Then in addition to learning strategy discovery other variables related to the success of learners both cognitively and affectively (character) that is the way students learn. In learning will not work if only rely on teachers alone [11]. It is said to be successful if teachers and students give each other feedback for the achievement of a learning goal. A teacher should be able to create a learning strategy that not only requires students to memorize the theory but also be able to find the idea from which the theory originated [12]. Similarly, students who must be able to understand and understand good character, play an active role in finding a theory idea, must also have their own way of learning outside of school hours.

Many of the students who claim to still do not have a fixed schedule to study at home. Sometimes they learn just because there are tasks to be collected the next day, or on the night of the exam. But there are also some of them who do discipline themselves to leave their time before bed to repeat the material or just to read the next material to be learned. .

From some thoughts, it can be concluded that the discovery learning strategy and the way of learning of students are the elements in the education system that are allegedly related to the character of the students as an effort to improve the quality of education [13]. based on the statement of the above problem, the researcher intends to know, examine and analyze it with research entitled "The influence of discovery learning strategies and ways of learning of students on the character of students". This research is considered important to obtain data and information in the framework of policy making that not only improve the academic students as well as non academic (character). By improving the character of students is expected to increase the quality of education as a whole.

II. METHOD

This research is a quasi experimental research with two group pretest-posttest design. The study population is all students of grade V SDN in Medan academic year 2016/2017 which totaled 4 classes from 2 schools with 120 students. In the study the population and sample are the same ie 4 classes from 2 schools consisting of 120 students who are distributed in four classes, namely V-A and V-B classes at SDN 064015 and Class V-A and V-B at SDN 060873 Lesson Year 2016/2017. Class V-A and V-B in SDN 064015 implement Discovery learning strategy while in class V-A and V-B in SDN 060873 applied conventional learning model. The research instrument uses questionnaires to find out the students' learning methods and student validation questionnaires that have been validated.

III. RESULT AND DISCUSSION

Result

This research was conducted in class V SDN in Medan City in the even semester of academic year 2016/2017. The results of this study will be described starting from the acquisition of student character data of each class, the results of data acquisition of student learning and the result of postes of each class character of the class. Description of pretest data presented in this study comes from the data collected during the study consisting of two types of instruments namely student character instruments and student learning methods. Student character instrument in the form of a questionnaire consisting of 34 statements and ways of learning students consisting of 10 statements. For grouping the way students learn consists of students who have a good way of learning and students who have less good way of learning. Pretest implementation is done before the learning begins to determine the student's initial ability. The results of pretest student characters can be seen in Table 1.

Table 1. Pretes Data Student Character

Control Class		Experiment Class	
Value	Frequency	Value	Frequency
40,00-42,99	3	40,00-43,99	2
43,00-45,99	3	44,00-47,99	7
46,00-48,99	8	48,00-51,99	18
49,00-51,99	23	52,00-55,99	22
52,00-54,99	14	56,00-59,99	6
55,00-57,99	8	60,00-63,99	5
58,00-60,99	2	64,00-67,99	0
Total	60	Total	60
Mean	51,10	Mean	52,54
Std. Deviation	3,88	Std. Deviation	4,81

The histogram frequency of the pretest distribution of the experimental class and the control class is shown in Figure 1a and Figure 1b

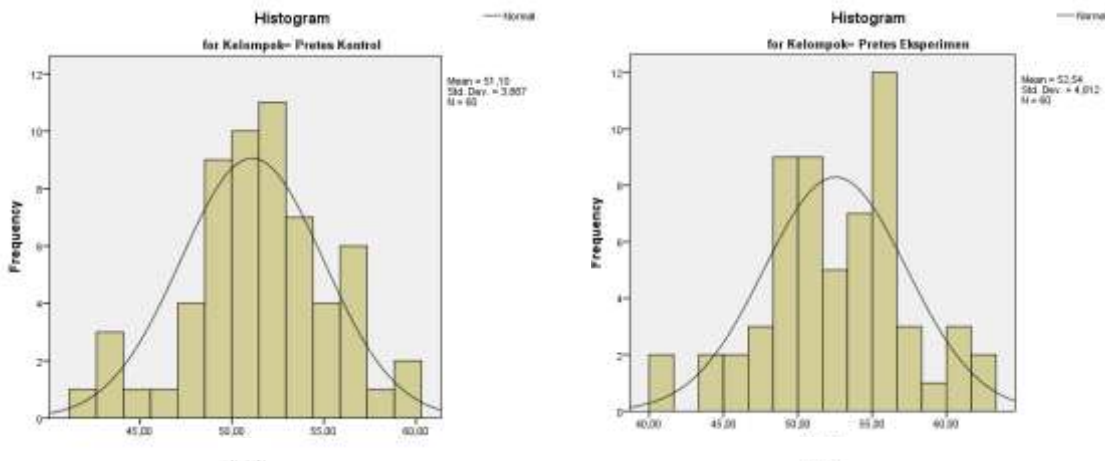


Figure 1a. Histogram of pretest control class data Figure 1b. Histogram of experimental class preview data

The results obtained from the pretest are done to see testing the similarity of student characters. Testing was done by using SPSS 20 with descriptive statistic, then both data were tested normality and homogeneity. The pretest normality test is assisted by SPSS 20 software using a significant 0.05 level and the test requirement if the significant value on Kolmogorov-Smirnov column is greater than 0.05 then the data is considered to be normal distribution. Normality test results can be seen in Table 2.

Table 2. Test the normality of pretest data

Results in Class	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Control	0,123	60	0,200
Experiment	0,099	60	0,200

Table 2 shows the value of pretest significance in the control class that is taught by conventional learning of $0.200 > 0.05$ which means the control class is normally distributed. The value of pretest significance in the experimental class is taught by discovery learning strategy of $0.200 > 0.05$ which means that the experimental class is normally distributed. The pretest homogeneity test was assisted with SPSS 20 software using Levene's test. Terms of testing if the significant value is greater than 0.05 then the data is considered homogeneous. Homogeneity test results can be seen in Table 3.

Table 3. Homogeneity test of variance of pretest data

Levene Statistic	Df 1	Df 2	Significance
3,133	1	118	0,079

Based on the homogeneity test shown in Table 3 it is known that the significant value is 0.079 because the value is greater than 0.05 it can be concluded that the control class students and the experimental class come from the population having the same variance or the two classes are said to be homogeneous. The variance similarity test and the average pretest score performed by the independent sample t test were used to test the experimental research that is to verify whether there is a difference between the mean of the control group and the average experimental group (Latan, 2014). Test independent sample t test using SPSS 20 with assumption of two homogeneous variance with significance level 0,05. The results of data processing of variance and average equality test are presented in Table 4.

Table 4 Prediction Test of Student Character Student Class Character and Control Class

		Test t for the average equality						
		T	Df	Sig. (2-ways)	Average difference	Difference in st. Deviation	95% confidence level	
							Down	Up
Value	The variance assumption is the same	-1,797	118	0,075	-1,435	0,799	-3,016	0,147
	The variance assumption is not same	-1,797	113,008	0,075	-1,435	0,799	-3,017	0,147

Based on Table 4 it can be seen that the significant value (sig 2-way) is 0.075, because the significant value greater than 0.05 is accepted or the student character on the pretest test of the two classes does not differ significantly.

Student learning data data is obtained before learning begins. The data of the students' learning methods are then grouped into two categories: learning and learning. Based on the data of the research result, the way of student learning can be summarized in Table 5.

Table 5. Data of the way of students' learning

Value	Frequency	Mean
65	9	80,54
70	35	
75	16	
85	10	
90	34	
95	16	
Total	120	

The data of the students' learning in Table 5 shows the average of the way of students' learning for all students is 80,54. Then the way of learning students are divided into two categories namely how to learn well and how to learn less well. The result of grouping the number of students who have less good way of learning as many as 60 people and how good students learn as much as 60 people. After the data obtained from the students 'pretext results and the data of the students' learning methods are given different treatment in the experimental class and control class. Experiment class. After performing the pretest, students in the control and experimental classes were given different treatment. When it is finished, students do postes. Problem postes used are the pretest which is the student character questionnaire. In summary the postes results are presented in Table 6.

Table 6. Value of Postes Student Character

Control Class		Experiment Class	
Value	Frequency	Value	Frequency
53,00-57,99	3	73,00-76,99	6
58,00-62,99	1	77,00-80,99	6
63,00-67,99	18	81,00-84,99	18
68,00-72,99	15	85,00-88,99	10
73,00-77,99	16	89,00-92,99	8
78,00-82,99	5	93,00-96,99	10
83,00-87,99	2	97,00-99,99	2
Total	60	Total	60
Mean	70,53	Mean	86,18

Testing the normality of postes data to see if the data used is normally distributed. Normality test of two classes was done by kolmogrof-smirnof test using SPSS 20 for windows with significance level $\alpha = 0,05$. Based on the results of postes normality test both groups obtained data such as data Table 7.

Table 7. Kolmogorov -Smirnov Normality Test of Postes Data

Class	Kolmogorov-Smirnov		
	Statistic	Df	Significance
Control	0,107	60	0,084
Experiment	0,101	60	0,199

Based on Table 7 it is shown that the sig value (significance) for the control class is 0.107 and the experimental class is 0.101 which is greater than the significant value 0.05, it can be concluded that all data is normally distributed. The postes homogeneity test was assisted by Levene test through SPSS 20 program at significance level $\alpha = 0,05$. If the value of probability or significance value > 0.05 then the data comes from populations having the same or homogeneous variance, whereas if the value of probability or significance value < 0.05 then the data comes from populations having unequal or not homogeneous variance. After data processing, the output display of homogeneity test results of postes data is presented in Table 8.

Table 8. Homes Test of Postes Data

Levene Statistic	Df 1	Df2	Significance
0,393	1	118	0,532

Based on the result of homogeneity test of variance by using Levene test in Table 8. shows the value of postes significance in both classes of $0,532 > 0,05$, hence can be concluded that control class student and experiment class come from populations having same or variance said the two classes are homogeny. Student character post data on control and experiment class were analyzed based on good learning and unfavorable learning. This analysis serves to see the effect of student's learning on student's character. Student character data based on students' learning methods in the control and experimental (combined) classes based on good and bad student learning is shown in Table 9.

Table 9. Data Postes Student Character by Student Learning in Both Classes

How to Study Good Students	Frequency	How to Study Students Less Good	Frequency
70,00-74,99	13	53,00-57,99	3
75,00-79,99	13	58,00-62,99	1
80,00-84,99	5	63,00-67,99	18
85,00-89,99	9	68,00-72,99	6
90,00-94,99	14	73,00-77,99	8
95,00-99,99	6	78,00-82,99	13
		83,00-87,99	11
Total	60	Total	60
Mean	83,48	Mean	73,22

Based on Table 9 it is shown that the way students learn affects students' character values. Students who have a good learning method has an average score of 83.48 characters and students who do not have a good way of learning has an average character value of 73.22, meaning that students who learn well have a higher character value than the students who learn not good. The data in the feasibility test has been completed and fulfilled then performed hypothesis testing. Based on the data of the test results of the students' learning methods obtained, the total scores and average scores for each group are shown by Table 10.

Table 10. Number of Students The way students learn less good and good

		Value Name	Total
Learning strategies	1	Control	60
	2	Experiment	60
Students' way of Learning	1	Not Good	60
	2	Good	60

Based on Table 10 it is found that the total number of students by means of good student learning is 60 students while the total number of students with less good student learning is 60 students. Anova statistics are shown in Table 11.

Table 11. Two Path Anova Test Results

How to Learn (B)	Learning strategies (A)		Mean
	Discovery (A ₁)	Konvensional (A ₂)	
Good (B ₁)	91,15	75,81	83,48
Not Good (B ₂)	81,20	70,88	73,22
Mean	86,18	73,34	

Then, from each subject factor it is seen whether there are similarity variance between groups as in Table 12..

Table 12. Intergroup Homogeneity Test

F	Df1	Df2	Significance
0,142	3	116	0,934

Descriptively based on 2 lane anava statistic with General Linear Strategy (GLM) Univariate, the mean of student character in both classes is presented in Table 13.

Table 13. Descriptive Statistics of Anava

Descriptive Statistics				
Dependent Variable: Character				
Learning strategies	Students' way of Learning	Mean	Std. Deviation	N
Conventional	How to learn students less good	70,8853	4,70197	30
	How to learn good students	75,8088	3,65026	30
	Total	70,5270	6,76662	60
Discovery	How to learn students less good	81,2010	3,60573	30
	How to learn good students	91,1520	4,04807	30
	Total	86,1765	6,29445	60
Total	How to learn students less good	73,2230	9,05448	60
	How to learn good students	83,4804	8,62869	60
	Total	78,3517	10,20226	120

Based on Table 13 shows that the character of students who have a better way of learning students than students who have poor student learning methods in the experimental class. The 2x2 factorial anava results used to test the hypothesis can be seen in Table 14.

Table 14. Anova Test Results

Results	The sum of squares	Df	Average Squares	F	Significance
Learning Strategies	7347,215	1	7347,215	453,384	0,000
Students' way of Learning	3156,399	1	3156,399	194,776	0,000
Learning Strategies * Students' way of Learning	2,816	1	2,816	0,174	0,000

Based on Table 14 has been presented two-track anava test results, then used to answer the hypotheses proposed in this study. The following description of the results of the hypothesis test. The first hypothesis proposed H_a is accepted, ie there are differences in the character of students between groups of students taught using discovery learning strategies with groups of students taught using conventional learning, because the value of sig. 0,000 < 0.05, in other words the character of students with discovery learning strategy is better than conventional learning.

The second hypothesis proposed H_a accepted, namely there are differences in student character between groups of students who have good and bad student learning value, because the value of sig. $0,000 < 0,05$, with the word other characters students students who have value how to learn good student better than student character of student which have value lessen student learning way.

The third hypothesis proposed H_a accepted, ie there is interaction between discovery learning strategy and conventional learning by means of student learning in improving the character of students, because the value of sig. $0,000 < 0,05$, in other words there is interaction between discovery learning strategy and conventional learning by means of student learning in improving student character. To see the form of interaction can be seen in Figure 3.

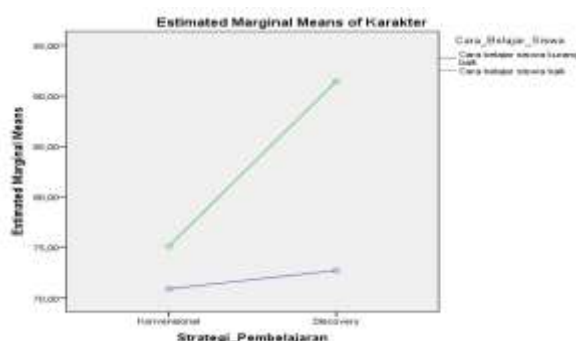


Figure 3 Interaction of conventional learning (control) and learning strategy of discovery (experiment) and less good and good student learning

The graph above is the output of SPSS 20 where the dependent variable is the student's posttest character. The lines on the graph above look uneven where the average value of control class by way of student learning is less good is 70,88 and good is 75,81, whereas in experiment class with less good student learning is 81,20 and good is 91,15, so in graph there is interaction between learning strategy with student learning.

Discussion

The results obtained in this study indicate that the character of students taught by Discovery learning strategy is better than conventional learning. This can be seen from the average value of postes of students in the experimental class of 86.18 is better than the control class of 73.34. This is because Discovery's learning strategy is a learning strategy that teaches students to be more responsible and scientifically thinking that helps to provide constructed explanations so that students learn more on their own to investigate, solve and find solutions to problems the teacher has.

Based on the above explanation, it is clear that Discovery's learning strategy can improve the character of students when compared with conventional learning. This is because the conventional learning, the teacher conveys the information directly to the students by setting the lesson time to achieve some clearly defined goals as efficient as possible (Slavin, 2008) so that learning is teacher centered will reduce the students' chance to hone skills and can cause boredom for students.

Based on the results of the second hypothesis test shows that the character of students who have a good way of learning that is equal to 83.48 better than students who have a less good way of learning that is equal to 73.22. How to learn is needed by students in learning because it can motivate learning activities. There is an illustration of how students should behave in learning, filling their spare time, carrying out tasks, and developing themselves. This of course greatly affects the character of students. Through the cultivation of ways of learning students have the possibility of more able to learn to understand and understand the lessons taught in school. How to learn can affect the character of students. Students who have a good way of learning will be able to improve their character. This can be seen from the indicators of the way of students' learning such as repeating lessons at home, doing homework, and improve records. If students already have a good way of learning at the time of learning, then the students will more easily remember and understand the content of the subject matter so that knowledge will last longer in his memory and it greatly affects the character of students in the classroom. The results obtained in this study indicate that the interaction between Discovery learning strategy and the way of students' learning about the character of students. This is seen from the sig value. of $0,000 < 0,05$ and the average value of student character in the experimental class with good learning is 91.15 and the less good learning is 81,20 and for the control class with good learning is 75,81 and the learning method less good is 70.88. This clearly shows the difference in student character between the two schools after getting treatment. The result of interaction between learning strategy and student's way of study in this research is significant $0,000 < 0,05$ meaning the improvement of student character in experiment class is better when compared to control class. It is stated that the learning strategy of Discovery and the way of student learning is very influential on the character of the students.

Limitations of Research

This study still has many limitations although done various efforts for research to get maximum result, but still there are some factors that are difficult to be controlled so make this research have limitations, among as follows.

1. This research is only done on 60 students in SDN 066041 class V as sample, so the result of research can only generalize to population having same characteristic with research sample in other area.

2. This research uses experimental research design that requires the control of all research variables outside the predefined variable so as not to interfere with the treatment in the experiment. While there is a tendency of research subjects to interact outside of research. This resulted in the control of the treatment addressed to the student becoming difficult.
3. Research is only limited to the instrument of treatment of the use of synoptic learning model and CTL model and high and low learning motivation from the students, while there are many other factors that influence students' writing poetry skill, such as learning style, learning supporting facilities and infrastructure, teacher competence, teacher skills in classroom management. Thus the various factors and conditions affect the improvement of students' poetry writing skills, so that the results of writing poetry students in this study are not solely influenced by the use of learning models in the process of teaching and learning in the classroom.
4. The collection of research data collected through questionnaires given to the students as respondents in the implementation of the study allegedly there are respondents gave the choice of option questionnaire statement is not in accordance with the actual circumstances. To overcome this, in the implementation of the questionnaire required assistance during the filling of questionnaires.
5. The impact of experiences experienced by previous students and the social, economic, residential, family, environmental and cultural conditions received by students outside the school can also affect student learning outcomes that have different creativity. Therefore in the study should thoroughly check the control of special occurrences in students relating to experience and the environment.

IV. CONCLUSION

Based on the results of data analysis, findings and discussion of the research it can be taken some conclusions sebai following.

1. There is a positive influence discovery learning strategy with the character of students in SD Negeri 064015 Medan City. Thus, it can be concluded that the discovery learning strategy has an influence on the character of students on the subjects of Vocational Civics Class V in Elementary School 064015 Medan City.
2. There is a positive influence between the way students learn with the character of students on the subjects of Vocational Civics Class V in Elementary School 064015 Medan City. Thus, it can be concluded that the way students learn have an influence with the character of students on Civics subjects class V in elementary school 064015 Medan City. This means that the better the way of learning students the better the character of students of grade V SD Negeri 064015 Medan City
3. There is a positive influence between the discovery learning strategy and the way students learn together to the character of the students in grade V in Elementary School 064015 Medan. Thus, it can be concluded that the strategy of learning discovery and student learning influence on the character of students on the subjects of Civics students of grade V SD Negeri 064015 Medan City.

Suggestion

Suggestions that can be conveyed in relation to the findings of this research are:

1. To improve the character of students/students in Civics subjects expected to all parties who have interests in advancing education from the general public, business world, school committee, central and local government, legislative members, principals, teachers and learners must able to work together and give more attention in the effort to create student character. Because the character of the students will have an impact on improving the future of the nation and can boost the quality of education.
2. In addition to discovery learning strategy factors related to the development of character of students / students on Civics subjects need to be supported by changes in various other aspects of education especially in the learning process, one of which is to improve the way students learn. School is the best place to learn therefore needs to be built an academic culture that provides the best service to learn so that students can develop their own potential and character values in accordance with the demands of the Indonesian nation.
3. To the principal of SD Negeri 064015 and SD Negeri 060873 Medan City to provide continuous guidance to teachers through training, supervision and support of good MGMP.
4. To other researchers that this research needs to be followed up especially in relation to different variables such as other learning strategies, school environment and outside school, parent participation, teacher competence, quality curriculum, etc. which also contribute to character of the student.

REFERENCES

- [1] Kementerian Pendidikan. 2011. *Pedoman Pelaksanaan Pendidikan Karakter: Berdasarkan Pengalaman Di Satuan Pendidikan Rintisan*. Jakarta. Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.
- [2] Musfiroh, Tadkiroatun. 2011. *Karakter sebagai Saripati Tumbuh Kembang Anak Usia Dini*. Inti Media. Yogyakarta
- [3] Setiawan Deny. 2016. *Kapita Selekta Kewarganegaraan*. Medan : Larispa
- [4] Dick and Carey. 2001. *The Systematic Design of Instruction*. New York: Wesley Education
- [5] Roestiyah N.K. 2001. *Strategi Belajar Mengajar*. Rineka Cipta. Jakarta
- [6] Sanjaya, Wina. 2007. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- [7] Suryosubroto, B. 2009. *Proses Belajar Mengajar*. Rineka Cipta. Jakarta.
- [8] Castronova, A Joyce. 2002. *Discovery Learning For The 21st Century: What Is It And How Does It Compare To Traditional Learning In Effectiveness In The 21st Century?*. Journal of Technology and Teacher Education. Vol 8. No 2. Halaman 85-97
- [9] Chauhan, SS. 2002. *Innovations In Teaching Learning Process*. New Delhi: Vikas Publishing House Pvt Ltd.
- [10] Arends, I Richard. 2009. *Learning To Teach*. New York: McGraw-Hill
- [11] Aggarwal, C.J. 2001. *Principles, Methods & Techniques Of Teaching*. New Delhi: Vikas Publishing House Pvt Ltd
- [12] Djamarah, Bahri Syaiful. 2002. *Rahasia Sukses Belajar*. Jakarta: Rineka Cipta
- [13] Hamalik, Oemar. 2005. *Perencanaan Pengajaran Berdasarkan Pendekatan System*. Jakarta: Bumi Aksara