

Patterns of Cultivating Democratic Character in Civics Learning at SMAN 3 Blitar

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Abstract

This research aims to determine the pattern of instilling democratic character in Civics learning at SMAN 3 Blitar. This research uses a descriptive qualitative approach. The subjects of this research were students of SMAN 3 Blitar for the 2021/2022 academic year. Data collection techniques use interviews, observation, and documentation with data analysis techniques using source triangulation and technical triangulation. The results of this research are in the form of learning process that emphasizes the cultivation of democratic character through various democratic habits. The obstacle is the lack of student activity in the learning process and student interest in learning. Efforts to resolve these obstacles include teachers providing examples in familiarizing students with democratic culture. The research results obtained were that through the process of instilling democratic character by teachers in students, students were more active and had democratic culture habits, especially in Civics learning.

Keywords: Civic Learning, Character, Democratic Culture

1. INTRODUCTION

The quality of early education has a profound impact on the character of children. The formation of children's character begins in the family, as children interact with their immediate environment for the first time. Character education is most effectively instilled in early childhood, as this is the optimal period for laying the foundations for the development of physical abilities, language, social-emotional, self-concept, art, moral and religious values.

Character education is a system of instilling character values or good values in a person, with the aim of applying them in daily actions or behaviour through habituation, advice, teaching and guidance. Character itself can be defined as patterns, both thoughts, attitudes and actions that are strongly attached to a person and difficult to eliminate. A person with character can be defined as a person who has a character, personality, character or morals that are strongly attached to them and difficult to remove.

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Character education is a key priority of the national development programme, with the government seeking to develop character through education. In order to realise the vision of national development, the government has made character education the foundation of this vision, which is to create a noble, moral, ethical, cultured, and civilised society based on the philosophy of Pancasila.

The government has developed character education into 18 values, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. In character building in society, the government integrates character values in education by incorporating character values in every learning conducted in schools. As a preliminary reference point for character development programmes, schools align their vision and mission with the vision and mission of the Indonesian nation through the national development programme. This underscores the crucial role of character education in schools.

As a formal educational institution, schools bear responsibility for implementing the vision and mission of education. Teachers must utilise models and strategies that are tailored to the needs and developmental stages of children, recognise children's existing knowledge, motivate children, and facilitate enjoyable learning. The cultivation of character at this stage requires reinforcement through character education. In this context, the term "planting" refers to the process of instilling values in students through the efforts of educators. One of the 18 character values that are instilled from an early age is the character of democracy. Democracy is an active, dynamic, and directed method of education that seeks to develop every talent that children have for progress and development. It is of great importance to instil the character of democracy in children, as it encompasses values that facilitate socialisation with society. The first democratic value is that of tolerance. This is a value that must be instilled in students if democracy is to continue to grow and be embedded in them, especially in the attitude of respecting and respecting differences. The second value is that of freedom of expression. This is a value that must be instilled in students if democracy is to remain firmly embedded in them, in a culture of democracy. In order for this to occur, society must instil the democratic value of freedom of expression.

The third application, namely, openness in communication, is the value of open democracy in communication. This value must be embedded in each individual in order to continue to grow a culture of democracy in people's lives. The fourth application of democratic values is the value of self-confidence. This value must be embedded in the community in order to form a democratic life in the school and community environment. Furthermore, the fifth application of democratic values is responsibility. In order to create a democratic life, there needs to be a democratic personality in each individual. One of these values is the democratic value of responsibility. The last application of democratic values is the value of cooperation. This is one of the personalities that each individual must have in order to create a democratic life.

There are three ways in which character planting in children can be done: directly, indirectly and through school culture. The cultivation of character through the learning process can be achieved through the teaching of PPKn (Pancasila and Citizenship Education). PPKn is one of the principal subjects taught in schools, with the objective of developing citizens' intelligence in the spiritual, rational, emotional and social dimensions,

fostering responsibilities as citizens, and preparing students to participate as citizens in order to become good citizens. Civics learning is also closely related to the values of democratic character, with these values being discussed in the subject matter. Civics learning is taught from elementary school to high school with a similar curriculum.

The results of observations and interviews at SMAN 3 Blitar indicate that the school fosters a humanist and child-friendly school culture. This is evidenced by the inter-class competition activities held by the school, which awards prizes to all participants. Furthermore, the school's child-friendly culture is also evident in the way students are treated. The habit of greeting students every day is instilled in students by teachers who wait for students in the school yard and give friendly greetings to newly arrived students. This practice is part of the 7S (Smile, Greeting, Greeting, Polite, Polite, Spirit and Wholeheartedly) initiative.

The results of interviews with Civics teachers regarding the cultivation of democratic character values through learning indicate that having a democratic character education plan through subject matter related to democracy is expected to result in children fully understanding the theoretical basis, especially in the 4th precept, which states that children do not impose their will in deliberation, express opinions, but must not be anarchist. In the context of SMAN 3 Blitar, the school's approach to democratic character education is characterised by flexibility and a non-authoritarian stance, which allows for the expression of students' voices and opinions. At SMAN 3 Blitar, the implementation of democratic character education is evident in the selection of the Intra-School Student Organisation (OSIS), Basic Leadership Training (LDK), and the selection of extracurricular activities by students without coercion. This allows students to freely choose activities according to their interests.

The development of democratic character education at SMAN 3 Blitar is facilitated through the integration of civics and history learning. Students are encouraged to express opinions and monitor the outcomes of democratic character education through daily monitoring. If there is a deviation from the expected standard, the teacher will call the student individually. The implementation of character education in schools is carried out through learning. Obstacles to instilling character in students include the character of students who come from bad families and the influence of friends. Based on the existing background, researchers are interested in knowing about the pattern of instilling democratic character at SMAN 3 Blitar. Consequently, researchers are engaged in a study entitled "Patterns of Cultivating Democratic Characters in Civics Learning at SMAN 3 Blitar."

2. RESEARCH METHODS

This study employs a descriptive qualitative approach, wherein researchers delineate and elucidate the pattern of embedding democratic character in Civics learning at SMAN 3 Blitar. The objective is to observe the pattern of character cultivation in schools. The researchers employed the type of survey research as outlined by Sugiyono. This is a research method that is conducted on large and small populations. However, the data that is studied is derived from samples taken from these populations. The objective is to identify relative events, distributions, and relationships between sociological and psychological variables. In the survey method, researchers pose questions to a number of individuals, known as respondents, regarding their beliefs, opinions, characteristics of an object, and past or present behaviour (Sugiono, 2019: 58). Furthermore, the researchers

employed a range of techniques to collect data in the field, including observation, interviews, and document analysis.

The research was conducted at SMAN 3 Blitar, which is located at Jl. Bengawan Solo, Pakunden Village, Sukorejo District, Blitar City, East Java. The research was conducted between 10 March and 31 August of the 2022/2023 academic year. The subjects of this study were civics teachers and students at SMAN 3 Blitar. The sampling technique employed was non-probability sampling, whereby one civics teacher was selected using purposive sampling. This was because the teacher and students were the subjects who were best placed to provide insight into the expectations.

It is necessary to conduct a validity check in order to ensure that the results of the research can be accounted for. The examination of data validity is not only a means of refuting the accusation that qualitative research is unscientific, but also an inseparable element of the body of knowledge of qualitative researchers. With regard to the triangulation technique, there are three forms of triangulation: source triangulation, triangulation of data collection techniques and time. These are illustrated in the following figure:

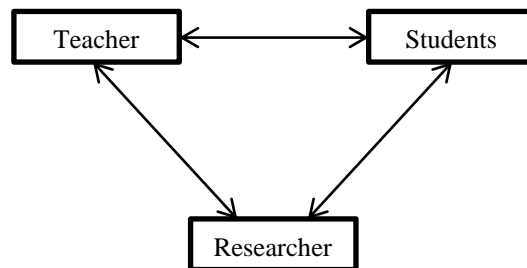


Figure 1. Source Triangulation

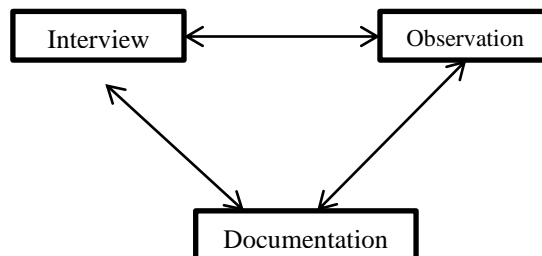


Figure 2. Triangulation of data collection techniques

In this study, source triangulation was employed to compare data derived from observations or observations with data derived from interviews, to compare the results of interviews with one source, and to compare interview data with the contents of a related document. While triangulation techniques are employed to assess the reliability of data by comparing it with the same source using different techniques. Should discrepancies be identified in the data, the researcher will engage in further discussions with the data source in question to ascertain which data is deemed accurate.

In this study, researchers employed procedures or steps to enhance the systematic and directed implementation of research. As outlined by Moleong (2007: 127-148), the research process comprises four distinct stages: the pre-field stage, the fieldwork stage,

the data analysis stage and the evaluation and reporting stage. The following stages were carried out in this research procedure:

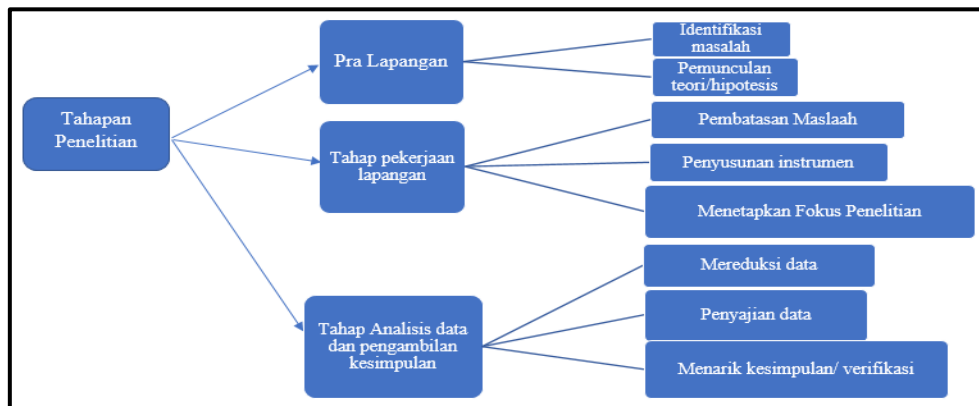


Figure 3. Descriptive Qualitative Research Procedure

The initial phase of research undertaken by researchers is the pre-field stage, during which they identify problems and subsequently develop theories or hypotheses. Subsequently, researchers conducted the fieldwork stage, which involved identifying and addressing limitations, developing research instruments, and determining the focus of the research. Subsequently, the final stage is to analyse the data and draw conclusions. This involves reducing the data, presenting the research data, and drawing conclusions and verifying them.

3. RESULTS AND DISCUSSION

The pattern of instilling democratic character in Civics learning at SMA N 3 Blitar can be described based on the research data obtained from observations, interviews and documentation.

a. Democratic Values Tolerance

In terms of democratic values, tolerance can be assessed in two ways: firstly, by demonstrating an appreciation for the differences between individuals, and secondly, by respecting those differences. The results of the learning observations indicated that SMAN 3 Blitar students were able to respect differences in opinion between friends during the process of group work or group discussions. Furthermore, students are able to respect differences in the background of their friends, given that students come from diverse religious, ethnic, racial, and skin colour backgrounds, as well as varying social statuses.

In terms of teachers instilling respect and respect for each other, teachers provide learning material by inserting various examples for students to understand, and then provide options regarding these examples. Students are given the freedom to agree or disagree with the examples provided. This process can be used to instill respect for others in another way or process, namely by building a democratic attitude towards children through the election of class administrators. This method can create a sense of respect for others for the decisions made by students who will elect class administrators. This activity is designed to foster a sense of respect for the rights of others in making a decision. It represents a valuable opportunity for teachers to impart character traits such as tolerance to their students.

The process of instilling the democratic value of tolerance is also in line with the opinion of experts who state that the democratic value of tolerance is one of the values that needs to be instilled so that democracy continues to grow and is embedded in students, especially in the attitude of respecting and respecting differences (Bambang Yuniarto, 2018).

b. Value Freedom of Expression

In terms of the democratic value of freedom of expression, there are a number of indicators that can be used to assess participation, opinion and deliberation. The results of observations, interviews and documentation on the democratic value of freedom of expression of Civics teachers at SMAN 3 Blitar City can be explained as follows:

In terms of indicators of student participation, opinion, and deliberation, it can be observed that students at SMAN 3 Blitar are actively involved in group assignments. This is evidenced by their engagement in the process of discussion, task completion, expressing opinions, presentations, and concluding together.

The instilling of the character of participation, opinion, and deliberation is achieved through habituating students to conduct question and answer communication after the process of teaching and learning activities. Furthermore, the application of Civics learning to the democratic process at school, namely the election of class administrators and student council officers, contributes to this outcome. Student actions that reflect the attitude of participation and opinion have begun to emerge. Students are increasingly critical and are not afraid to argue during the learning process. Furthermore, student actions that have reflected this attitude include students expressing their own opinions during discussions.

The challenges faced by educators in fostering character development can be attributed to the student population's academic and social background. The admission process at SMAN 3 Blitar, which prioritizes proximity over academic performance, may inadvertently select students with less favorable backgrounds, creating obstacles to the integration of character traits.

The teacher's proposed solution to these obstacles is to provide students with an opportunity to express themselves during the learning process. It is common for students to be accustomed to expressing their opinions in front of their friends. The results of instilling the character of participation and opinion attitudes in students by teachers at SMAN 3 Blitar indicated that there was progress after the process of instilling character by teachers. This was evidenced by the fact that students were more courageous to participate and express their opinions. The results of these findings are in accordance with the opinion of experts who state that fostering a culture of democracy in order to remain firmly embedded in a person, society must instil the democratic value of freedom of expression (Bambang Yuniarto, 2018).

c. Open Democracy Value in Communicating

The value of open democracy in communication is indicated by the observation that students are anti-critical and open to suggestions. The results of observations, interviews and documentation of PPKn students and teachers at SMAN 3 Blitar City about the value of open democracy in communication can be explained as follows:

In terms of students' receptivity to criticism and suggestions from friends and teachers, it can be observed that during the learning process, students do not impose their own will upon others. They are very accepting of criticism and suggestions from friends

and teachers if their statements are not correct. This is also evident in the manner in which teachers present material to students, who are then given the freedom to add their own insights to the discussion in order to find the right and correct answer. The stages or process of cultivating an open character in communication, characterised by a willingness to express opinions, is facilitated during the learning process by the teacher, who provides opportunities for students to express opinions and responds well to children, thereby fostering a sense of value and confidence in students to express opinions in the learning process through the provision of reflections. Student actions that reflect the character of willingness to express opinions in the learning process include students frequently asking questions about the material taught or other knowledge outside the material. While only a few children engage in this behavior, the teacher encourages students to ask questions and express their opinions.

One of the challenges teachers face in fostering a culture of willingness to express opinions is that students often remain reticent to engage with the material presented by the teacher. This can result in a less active learning environment. In order to overcome these obstacles, teachers must be able to alter the classroom atmosphere to make it more engaging, capture students' attention, introduce novel elements to stimulate interest in learning, and facilitate communication between students and teachers through question and answer sessions. The results of instilling the character of willingness to convey opinions in students can be observed in their increased confidence to convey the material or answers given by the teacher without hesitation.

The findings are in accordance with the opinion of experts who posit that the value of open democracy in communication is the next value that must be embedded in each individual so that a culture of democracy continues to grow in people's lives (Bambang Yuniarto, 2018).

d. Democracy Value Self-confidence

The findings of observations, interviews and documentation of PPKn students and teachers at SMAN 3 Blitar City indicate that the value of confident democracy can be explained as follows:

Students are encouraged to express their opinions during the learning process. New students or class X students may initially be shy about expressing their views or answering questions, but the teacher does not discourage this. Instead, the teacher provides opportunities for students to process their answers, from answering questions in their seats, to delivering answers by standing in their seats, to answering questions by coming forward. In classes XI and XII, there are still some students who are reluctant to answer questions or express their opinions.

The process of instilling the character of self-belief in students by their teachers is achieved through the use of positive reinforcement in the form of thumbs-up gestures and scores awarded to students who demonstrate courage in raising their hands and answering questions posed by the teacher. Furthermore, the process of instilling character involves providing examples of life in the surrounding environment to illustrate the material being discussed, as well as affording students the opportunity to express themselves during the learning process. For instance, students are permitted to narrate anecdotes or express criticism before or after the learning process has been completed. Students who demonstrate the character trait of believing in their own abilities are those who are enthusiastic about asking questions and are active in the learning process.

The obstacles encountered during the process of instilling the character of believing in one's own abilities include a lack of confidence in students, which results in a passive classroom atmosphere. Additionally, there is a lack of communication between teachers and students during the learning process. The solution to these obstacles is for the teacher to create an active classroom environment. This can be achieved by changing the learning methods used to suit the needs of the students in the class. For example, before entering the material, the teacher can invite students to sing a song or give them directions to draw related to the material to be studied. Additionally, to foster students' confidence in their abilities, the discussion method can be increased, encouraging students to be active and create a dynamic classroom environment. Training students to present the results of their discussions to their peers is another way to achieve this.

The results of these character cultivation efforts can be observed in the progress of students who are increasingly willing to speak up and express their opinions, as well as present the results of their discussions. This indicates that students have gained confidence in their own abilities and have created an active classroom atmosphere. The findings of this study align with the perspective of experts who posit that the value of confident democracy must be inculcated in society to foster a democratic ethos within the school environment and broader society (Bambang Yuniarto, 2018).

e. Democracy Value Responsibility

The findings of observations, interviews and documentation of PPKn students and teachers at SMAN 3 Blitar City regarding the democratic value of responsibility can be elucidated as follows:

Students are willing to assume responsibility for their actions, as evidenced by their completion of assignments from teachers on time. Furthermore, students do not blame their peers during the learning process. All students are encouraged to develop their own opinions, and when working in groups, students are expected to respect the opinions of their colleagues, even if they disagree with them.

Students who demonstrate responsibility in their actions are those who take responsibility for their respective tasks assigned by their teachers. In addition, students who carry out their responsibilities with a sense of responsibility are those who bring their textbooks according to the lesson schedule on that day. Prior to the learning process, students are ready in the classroom by taking out their textbooks and are ready to take part in the KBM process.

The challenges faced by educators in instilling these character traits include the fact that some students have not yet fulfilled these responsibilities. Additionally, there are classes that receive material in the afternoon, students who are not eager to participate in learning, and many students who are sleepy, unfocused, and hungry, which collectively create a passive classroom atmosphere.

The teacher's solution to these obstacles is to provide clear instructions to students on how to fulfil these responsibilities. Additionally, the teacher creates a positive learning environment and allows students to bring their lunch to address the issue of hunger. If students are sleepy, the teacher should allow them to rest. However, it is important not to force students to participate in the learning process if they are not focused. Otherwise, the material will not be accepted by the students. The results of the character cultivation process have been observed to have an impact on students. The findings of this study align with the perspective of experts who posit that the democratic value of responsibility

is instrumental in fostering a democratic society. It is, therefore, essential to cultivate a democratic personality in each individual, one of which is the democratic value of responsibility (Bambang Yuniarto, 2018).

f. Nilai Demokrasi Kerja Sama

The following account is based on observations, interviews and the documentation of students and civics teachers. During the learning process, students engage in mutual cooperation within groups. This is a fundamental aspect of human interaction, whereby individuals work together to achieve shared objectives. In the context of learning, this concept of mutual cooperation is evident in the group learning process. It is also observed in instances where students are assigned to work in groups to complete a task. In these instances, students are free to choose their own group members and the topic of their presentation. Additionally, students are required to identify and address problems collectively.

The process of instilling the character of cooperation to achieve goals in students is initiated by the teacher. This is achieved by the teacher instilling a sense of cooperation in students through the use of group assignments and discussions. Furthermore, the instilling of a sense of cooperation to achieve goals is facilitated by the introduction of students to the school environment, teachers, and friends from the beginning of their enrollment at the school. This process, commonly referred to as MPLS at the beginning of new student admissions, is currently being implemented at SMAN 3 Blitar, which has initiated the use of a new curriculum, namely the independent curriculum. This curriculum incorporates a Pancasila project program, which requires students to work together to complete all projects within the program.

The actions that have been taken by students that reflect the character of cooperation to achieve common goals include the conduct of discussions or group work to complete the tasks given by the teacher properly and thoroughly. Furthermore, students have taken action by dividing their respective tasks within the groups that have been formed. This has involved some students assuming the roles of presenter, minutes and moderator, with each group independently determining the distribution of roles.

The obstacles encountered when attempting to instill the character of cooperation to achieve goals collectively are as follows: there are still instances of silent children who are unable to interact with their peers during group work or discussions. Additionally, there is a lack of familiarity with classmates in Class XI due to the influx of new students, which presents a challenge in forming groups for new students who tend to choose groups with known friends but do not meet the prescribed group size as directed by the teacher.

The teacher's solution to these obstacles is to encourage and motivate passive students to become active and cooperate with their friends. Additionally, the teacher provides value to attract students to become active and work well together. If students are unable to cooperate due to incompatible group members, the teacher can change group members with agreement between group members. The results of the process of instilling these characters are already visible, with students displaying greater levels of activity and the ability to complete group tasks effectively in order to achieve shared objectives.

With regard to the overarching stages of instilling democratic character in students, particularly in the context of Civics learning at SMAN 3 Blitar, the following scheme or chart provides a useful overview:



Figure 3. Character Planting Scheme of Students of SMAN 3 Blitar

The pattern of instilling democratic character in Civics learning at SMAN 3 Blitar can be described as follows: the democratic character instilled in students of SMAN 3 Blitar has six aspects of character. These are: democratic character of tolerance, which has indicators of respect for others, respect for differences, democracy of freedom of expression with indicators of participation and opinion, democracy of openness in communication with indicators of willingness to express opinions, democracy of confidence with indicators of confidence in one's own abilities, being oneself, democracy of responsibility with indicators of doing something, democracy of cooperation with indicators of working together to achieve goals.

The research involves a number of different parties, including principals, school staff, teachers, and students. Teachers act as data sources, providing information throughout the research process. Schools are used as a research setting, while students are observed as objects of research.

One of the key objectives of the research is to instill democratic character in students. This is achieved through the implementation of democratic values, including respect for others, respect for differences, participation and opinion, willingness to express opinions, confidence in one's own abilities, being oneself, doing something, working together to achieve goals, and not putting personal interests first. Furthermore, the subsequent phase of the process entails the implementation of civics learning for students of SMAN 3 Blitar City.

The application of democratic values at SMAN 3 Blitar City is impeded by a lack of student engagement in the civics learning process. Additionally, there is a dearth of student initiative to pose questions to the teacher during the learning process. The next challenge arises from the students' backgrounds, where they already exhibit characteristics that indicate a lack of interest in learning or school activities.

In order to overcome the obstacles that teachers encounter during the process of instilling democratic values, it is necessary for teachers to provide new methods. These methods

should include adjusting student conditions by providing discussion methods, as well as providing examples to students through the application of democratic values in everyday life. The next solution is to familiarise students with the culture of democratic values.

The process of instilling democratic values has yielded positive outcomes, including an increase in student engagement and the ability to apply democratic values in a practical manner. Students exhibit greater tolerance of teachers, friends, and the environment. They are more courageous in expressing opinions, more confident in their actions, more responsible for their actions, and more capable of working with their friends in a collaborative manner. These findings align with the theoretical framework proposed by Zamroni and Rusli Karim in (Bambang Yuniarto, 2018).

4. CONCLUSIONS

The character education values are as follows: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care for society, and responsibility.

As a formal institution, SMAN 3 Blitar has the responsibility for the implementation of the vision and mission of education, namely the cultivation of character towards students. The application of character education cultivation in students is carried out by teachers in various ways, so that a character cultivation pattern is formed. This research examines the pattern of democracy character cultivation carried out by teachers towards students of SMAN 3 Blitar. This is achieved through habituation, whereby teachers accustom students of SMAN 3 Blitar to perform actions or actions that reflect the value of democracy. Teachers provide examples of democratic value behaviour in daily life within the school environment, thus cultivating democratic character through habituation. This results in students exhibiting greater tolerance. Teachers instill democratic values through learning (2) and instill confidence, responsibility, and cooperation in students (1). School activities, such as LDK, student council, scouts, and other extracurricular activities, result in students being more tolerant, free to express opinions, open in communicating, confident, responsible, and cooperative.

5. SUGGESTIONS

The findings of this study indicate that the cultivation of democratic values in students of SMAN 3 Blitar City should be implemented in a manner that maintains and develops democratic values throughout the civics learning process.

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