

Development of Historical Melodies to Build Character Profile of Pancasila Students

Idrus, Lukman Nadjamuddin, Junarti
Universitas Tadulako

ABSTRACT

This research aims to develop Historical Dialogue Sheet (Melody) Media to build the character of the Pancasila Student Profile. The duration of the research is 12 months using the Research and Development method with stages; (1) introduction, (2) development, (3) and evaluation. The products developed consist of; Historical Melody Scenarios, Historical Melody Imaginative Discourse, and Historical Melody Matrix. The trials were carried out three times, namely limited trials, large group trials and main product trials. Increasing the character of the Pancasila Student Profile in the class in the dimensions; (1) Have faith and devotion to God Almighty and have noble character; (2) Global Diversity; (3) Independent; (4) Working together; (5) Creative; (6) Critical, in limited trials qualitatively categorized as quite good (70.83%). Meanwhile in the large group trial it was categorized as good (83.33%), while in the main product trial it was categorized as very good (91.66%). Improving the character of the Pancasila Student Profile outside the classroom, discipline indicators, following the flag ceremony in limited group trials is categorized as Mulia Visible (MT), large group trials and main product trials are categorized as Starting to Develop (MK). For indicators of respecting the red and white flag during ceremonies in limited group trials, they are categorized as Starting to Be Seen (MT), large group trials and main products are categorized as Starting to Develop (MK). The indicator of singing the song Indonesia Raya with enthusiasm in limited group trials is categorized as Starting to Become Visible (MT), in large group trials is categorized as Starting to Develop (MK) and in main product trials it is categorized as Starting to Develop (MB). Indicators of disposing of waste in the places provided in limited group trials are categorized as Starting to Develop (MK) and large group trials and the main product are categorized as Starting to Develop (MB). The indicator of wanting to get along and help each other between religious communities at all levels of the trial is categorized as Starting to Develop (MK).

Keywords: Historical Melodies, Characters and Profiles of Pancasila Students

Corresponding author

Name: Idrus

Email: roredonggala@yahoo.com

INTRODUCTION

Changes and development of the curriculum are an effort to adapt the content of education to the changes and developments of the times. Likewise, the implementation of the Independent Curriculum is considered an educational transformation to produce a superior generation (Angga & Iskandar, 2022). One of the emphasis of the Independent Curriculum is the concept of Independent Learning because it is considered a factor that

contributes to increasing students' competence to be able to learn freely (Marisa, 2021). The concept of "Freedom to Learn" provides opportunities for students to access knowledge from various learning sources (Manalu et al., 2022). Thus, Freedom to Learn in the learning process also requires students to be able to learn independently. The concept of independent learning has long been put forward in substance by Daga (2021), Amirullah (2014), Ainiyah (2013), and Admin & Zaman (2017).

The curriculum can only exist if learning is carried out because the dominant elements of the curriculum, apart from content and substance, are also related to process. The learning process is interpreted as a system, which consists of educators, students, objectives, materials, methods, teaching materials, evaluation and what is no less important is the media. These components are a unity that cannot be separated in carrying out teaching and learning activities. The first and most important component of learning is educators. Educators begin teaching and learning activities by preparing all needs related to learning, such as choosing models, methods and learning media that suit the characteristics of students. Apart from choosing learning models, methods and media that suit the characteristics of students, an educator must also understand the learning material to be delivered and evaluate learning outcomes.

Educators are the main actors controlling learning to facilitate students. One of the determining factors for teacher success in implementing learning is competence in designing and using learning media. Tafono (2018) "the role of learning media in the learning and teaching process is an integral part that cannot be separated from the world of education." The use of learning media is an important dynamic component that accelerates the achievement of learning goals. According to Subakti (2010) "there are still many problems found in the implementation of history learning activities, one of the most fundamental of which is related to the use of media."

The majority of history teachers have not been able to use learning media appropriately according to the material and objectives to be achieved. More crucially, history teachers have not been able to develop innovative learning media according to the characteristics of the subject, teaching materials, student conditions and learning environment, so they are trapped in the by-utility tradition in using learning media. History teachers are only able to utilize existing learning media, and even then they are used in a limited way and do not necessarily suit the conditions of students, schools and history teachers.

The hope is that history teachers will be able to develop innovative conventional and technology-based learning media. One of the simple history learning media is the Historical Dialogue Sheet Media or for practical purposes known as Historical Melodies. Historical Melodies are Student Worksheets (LKPD), but they are more challenging for students' thinking because they are packaged in imaginative discourse so they require creative and critical thinking to reveal the meaning contained in Historical Melodies.

If history teachers use learning media to increase student interest and learning outcomes, then this is a "normal necessity." (Amelia & Hamdu, (2022). However, if the development of Historical Melodies is directed at building the character of the Pancasila

Student Profile, then this is very contextual and fundamental. Contextual because it follows the dynamics of the curriculum (Independent Curriculum). Fundamental because Purwanta (2010) emphasizes " History lessons are also tasked with instilling and developing character and historical awareness in students."

The Pancasila Student Profile (PPP) as part of the Independent Learning Curriculum is designed to describe the competencies that the Indonesian education system wants to produce with character (Hidayat, 2022). Indonesian students are lifelong students who are competent, have character and behave in accordance with the values of Pancasila. Based on this idea, the title of this development research is: Development of Historical Melodies to Build the Character Profile of Pancasila Students. Therefore, the research problem was further formulated: Can the development of Historical Melodies build the character of the Pancasila Student Profile among State High School students in Luwuk?

Based on mass formulation Ah, then the aim of this research to develop Historical Melodies includes; Historical Melody Scenarios, Historical Melodic Imaginative Discourses, and Historical Melody Matrix to build the Pancasila Student Profile character among State High School students in Luwuk.

METHOD

This research uses the Borg and Gall (1983) development model which consists of 10 stages: (1) preliminary research, (2) planning and expert judgment, (3) developing an initial product, (4) conducting initial stage field trials starting with training teachers, (5) carry out revisions of the main product, (6) carry out main field trials, (7) carry out revisions of operational products, (8) carry out operational field tests (9) carry out revisions of the final product, and (10) disseminate and implementing the product.

These ten stages are broadly rationalized into three stages: (1) introduction, (2) development, (3) and evaluation stage. These three stages are carried out over 12 months starting from January to December 2023. The data needed in this research consists of: qualitative data and quantitative data. The data collected during the trial was analyzed using descriptive statistics using average or percentage and categorization techniques.

FINDING AND DISCUSSION

RESULT

Based on the needs analysis, the Historical Melody instruments developed are: (1) Historical Melody Scenario; (2) Imaginative discourse on historical melodies; and (3) Historical Melody Dialogue Sheet Matrix. The Historical Melody Scenario is arranged hierarchically and systematically to make it easier to use the Historical Melody instrument in implementing learning. Imaginative Discourse on Historical Melodies is the main tool to facilitate students using Historical Melody tools when learning history. Imaginative Discourse consists of a narrative and a number of questions which are used as references by students to dig up information and fill in a Historical Melody. The Historical Melody Matrix is a table that contains columns for the results of dialogue between students in groups.

Before the trial was carried out, product validation began, after which socialization and training were carried out using Historical Melodies. The workshop participants were 9 history teachers from 3 public high schools in Luwuk City, namely; Public High Schools 1, 2, and 3. This training emphasizes the same perception regarding the mechanisms for using Historical Melodies. In accordance with Borg and Gall's development procedures, trials were carried out in three stages, namely; limited trials, large group trials, and major product trials.

Limited trial

Limited trials called small group trials were carried out in Class XI IPS 2 SMA Negeri 3 Luwuk. The results of the limited trial are shown in the table below.

Table 1. Results of limited trials to improve the Character Profile of Pancasila Students in classes at SMA Negeri 3 Luwuk

No	Character Aspects Pancasila Student Profile	Values
1	Have faith and devotion to God Almighty and have noble character 3	3
2	Global Diversity 4	4
3	Working together 3	3
4	Independent 3	3
5	Critical Reasoning 1	1
6	Creative	1
Total		15
Percentage		62.5
Predicate		Cukup

Source: Primary data from observations in class XI IPS 2 SMAN 3 Luwuk – 2023

Based on Table 1. It is known that from the six aspects of the Pancasila Student Profile that were observed, SMAN 3 succeeded in achieving a total score of 15 so that the percentage of achievement in the trial was limited to 70.83%. If this figure is converted qualitatively, then the results of the limited trial are categorized as quite good in improving the character of the Pancasila Student Profile of students in class XI IPS 2 SMA Negeri 3 Luwuk.

Table 2. Results of limited trials to improve the character of the Pancasila Student Profile of students outside the class at SMA Negeri 3 Luwuk

No	Observation Aspects	Observation Results			
		BT	MT	MK	MB
1	Discipline following the flag ceremony		V		
2	Saluting the red and white flag		V		
3	The spirit of singing Indonesia Raya		V		
4	Throw garbage in its place			V	
5	Hang out and help each other friends				V

Source: Primary data from observations at SMA Negeri 1 Luwuk – 2023

The data above shows that the character of the Pancasila Student Profile outside the classroom has begun to appear (MT). Therefore, reflection is carried out with a focus, "what is missing from the product that has been developed"? The results of the study show that the matrix and Imaginative Discourse are appropriate and fulfill all substantial elements. In terms of practicality and the language used is relatively easy to understand. However, revisions are still being made regarding deficiencies in the technical aspects of punctuation errors.

Large group trials

Large group trials were carried out in class XI IPS 4 SMA Negeri 1 Luwuk, Class XI IPS 2 SMAN Negeri 2 Luwuk, and class XI IPS 1 SMA Negeri 3 Luwuk. For practical purposes and the integrity of reading tables of large group trial results, data presentation is carried out simultaneously while still showing the differences between each school where the trial took place.

Table 3. Results of large group trials to improve the Pancasila Student Profile character of students in the classroom

No	Character Aspects of Pancasila Student Profiles	Nilai		
		SMAN 3	SMAN 1	SMAN 2
1	Have faith and devotion to God Almighty and have noble character	3	4	3
2	Global Diversity	3	3	3
3	Worked together	4	4	3
4	Independent	3	3	3
5	Critical Reasoning	4	4	2
6	Creative	3	3	2
Amount		20	21	16
Percentage		87.5	83.33	66.67
Predicate		Baik	Baik	kurang

Source: Primary data from observations at SMAN 1, 2 and 3 Luwuk - 2023

Based on Table 3, the character formation of the Pancasila Student Profile at SMAN 2 Luwuk is categorized as lacking because quantitatively it only reaches 66.67% and the weakest aspect is the creative dimension. SMAN 1 Luwuk has been assessed as good because quantitatively it has reached 83.33%, while SMAN 3 Luwuk has developed very well with a percentage of 87.5%.

Table 4. Results of large group trials to improve students' Pancasila Student Profile character outside the classroom

No	Observation Aspects	Observation Results											
		SMAN 3				SMAN 1				SMAN 2			
		B	M	M	M	B	M	M	M	B	M	M	M
		T	T	K	B	T	T	K	B	T	T	K	B
1	Discipline following the flag ceremony					V			V			V	
2	Saluting the red and white flag					V			V			V	
3	The spirit of singing Indonesia Raya					V			V			V	
4	Throw garbage in its place					V			V			V	
5	Hang out and help each other friends					V			V			V	

Source: Primary data from observations at SMAN 1, 2 and 3 - 2023

Table 4. Shows that the five indicators observed in three large group trial schools obtained the same results. Three aspects are considered to have begun to develop, namely; discipline in following the flag ceremony, respecting the red and white flag, enthusiasm for singing Indonesia Raya and two aspects starting to become a culture, namely; throw rubbish in its place and socialize and help each other with friends.

Table 5. Revision based on large group trial results

Product	Before revision	Revision result
Scenarios for Historical Melodies	Using No needs to be revised -	-
Imaginative Discourse on Historical Melodies	There are still many punctuation errors found and dialogue that is less communicative.	Improve punctuation and emphasize being more communicative
Historical Melody Matrix	Nothing to revise -	-

Based on Table 5, it is confirmed that of the three products that were developed and tested, two products did not find any variables that needed to be revised, namely; Historical Melodic Scenarios and Historical Melodic Imaginative Discourse or Devices. Meanwhile, the Historical Melody matrix product revised aspects of neatness and simplification of tables and columns.

Main product trials

The main trial or main product is interpreted as a trial with a larger number of classes. In this main product trial, three public high schools were still used as test sites for

product development in Luwuk City, but each high school was assigned two classes so that it was bigger.

Table 6. Main Product trial results to improve the Pancasila Student Profile character of students in the classroom

No	Character Aspects of Pancasila Student Profiles	Nilai					
		SMAN 3		SMAN 1		SMAN 2	
		1	2	1	2	1	2
1	Have faith and devotion to God Almighty and have noble character	4	4	4	4	4	3
2	Global Diversity	4	4	4	4	3	4
3	Worked together	4	4	4	4	3	4
4	Independent	3	4	4	3	4	4
5	Critical Reasoning	4	4	3	4	3	
6	Creative	4	3	3	3	3	3
Amount		23	23	22	22	20	18
Percentage		95.83	95.83	91.67	91.67	83.3	75
						3	
Predicate		Very good	Very good	Very good	Very good	Goo d	Goo d

Sumber : Data primer hasil observasi pada SMAN 1, 2, dan 3 Luwuk-2023

Table 6. Shows that the main product trials have succeeded in developing the character of the Pancasila Student Profile in the classroom. Of the 6 classes, it turns out that two classes obtained a percentage below 91% and above 81%, meaning they were categorized as good. Meanwhile, 4 trial classes succeeded in achieving a percentage above 91% so they were qualified as very good.

Table 7. Test results of main products to improve students' Pancasila Student Profile character outside the classroom

No	Observation Aspects	Observation Results													
		SMAN 3				SMAN 1				SMAN 2					
		B	M	M	M	B	M	M	M	B	M	M	M	M	M
		T	T	K	B	T	T	K	B	T	T	T	K	B	
1	Discipline following the flag ceremony					V				V			V		
2	Saluting the red and white flag					V				V			V		
3	The spirit of singing Indonesia Raya					V				V			V		
4	Throw garbage in its place					V				V			V		
5	Hang out and help each other friends					V				V			V		

Source: Primary data from observations at SMAN 1, 2 and 3. 2023

Based on the data above, the 6 characteristics of the Pancasila Student Profile observed outside the classroom are increasingly developing. All schools show the characteristics of the Pancasila Student Profile with varying intensity. SMAN 2 is still categorized as starting to develop, namely in the aspect of throwing rubbish in its place and socializing and helping each other with friends. Meanwhile, SMA Negeri 1 and SMA Negeri 3 have been categorized as civilized in all aspects observed.

Table 8. Revised aspects based on trial results

Product	Before revision	Revision result
Scenarios for Using Historical Melodies	-	-
Imaginative Discourse on Historical Melodies	Still Found Punctuation and Typing	Errors Punctuation and Typing Errors Corrected to the Maximum
Historical Melodies matrix	-	-

The results of the revision above confirm that after each trial, aspects are always found that need improvement. This shows that the testing and revision activities are going well and are not just fulfilling the demands of development research but are intended to further improve product quality with each trial.

DISCUSSION

Based on data from the trial results, it was confirmed that the main product was successful in developing students' Pancasila Student Profile character in terms of various indicators inside and outside the classroom. It seems that the Pancasila Student Profile character of students who develop in the classroom is stronger than those who develop outside the classroom because history learning using Historical Melodies is designed to be carried out in class so it is very logical that the development of the Pancasila Student Profile character in the classroom is more developed, while outside the classroom, rather, it is a further implication of the learning that has been carried out in class.

Table 9. Accumulated Test Results of History Learning Products Historical Melodies to Develop Pancasila Student Profile Characters for Students in the Classroom

No	Character Aspects Pancasila Student Profile	Trial KT	Trial KB	Trial PU
1	Have faith and devotion to God Almighty and have noble character	3	4	4
2	Global Diversity	3	3	4
3	Working Together	3	4	4
4	Independent	3	4	4
5	Critical reasoning	3	3	3
6	Creative	2	3	3
	Total	17	20	22
	Percentage	70.83	83.33	91.66
	Predicate	Fairly good	Good	Very good

Source: Limited group (KT), large group (KB) and main product (PU) trial results

Based on the table above, the character of the Pancasila Student Profile of students is confirmed with various dimensions and indicators observed, revealing the dynamics from limited trials to large group trials to main product trials. This is in line with findings which substantively indicate "with the right methods and approaches, character can be developed." (Rachmawati et al., 2022) and Nurhayati & Sufyarma (2022). Furthermore, if the results of the trials are accumulated, then the development of the character formation of the Pancasila Student Profile in the class in each aspect is shown below.

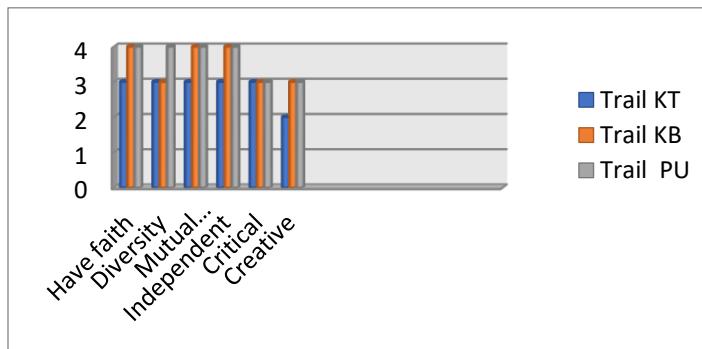


Figure 1 Character Development Profile of Pancasila Students

Based on the accumulated value of three trials, the product developed succeeded in developing the students' Pancasila Student Profile character. In a limited trial, the qualitative results were quite good, then improved in a large group trial with a good predicate. Significant improvements were achieved in the main product trials with excellent predicate.

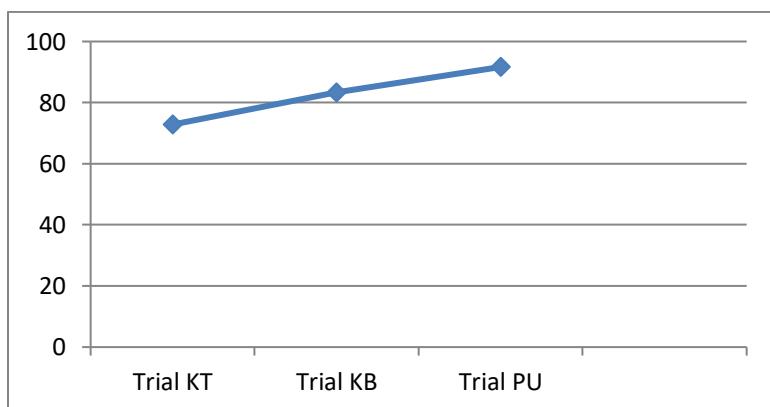


Figure 2. Graph of Character Improvement Profile of Pancasila Students in the class

Based on Figure 2, the improvement in the character of the Pancasila Student Profile in the classroom was quite significant from the first trial or limited group trial (one school), the second trial or large group trial (three schools and three classes), to the third trial or product trial. primary (three schools and six classes). In the limited group trial, 70.33% was categorized as sufficient, in the large group trial, 83.33% was categorized as good, and in the main product trial, 91.66% was categorized as very good. This finding confirms other findings which substantially state that "character development can be done through effective and efficient learning and problem solving in nature" (Munisa, L., Nawawi, E., & Authors, C. (2021), (Yaumi: 2016 , Samani and Hariyanto: 2017).

Table 10. Summary of Character Formation for Pancasila Student Profiles Based on Trial Results

No	Aspects of Substantial	Observation of the Development of the Character Formation of Pancasila Student Profiles		
		Trial KT	Trial KB	Trial PU
1	Have faith and devotion to God Almighty and have noble character	MT	MK	MB
2	Global Diversity	MT	MM	MB
3	Working Together	MT	MK	MB
4	Independent	MT	MK	MK
5	Critical reasoning	MK	MK	MK
6	Creative	MK	MK	MK

Source: Results of trial data processing for limited groups, large groups and main products
 All aspects outside the classroom on three trials indicated positive achievements. There is no aspect that is assessed that is not yet visible. Confirming that there is an increase in the character of the Pancasila Student Profile through Historical Melodies. Overall achievements inside and outside the classroom are inseparable because character development is a unity both in relation to places, objects and subjects, as well as approaches and methods. This is in line with Irawati, Iqbal, Hasanah, & Arifin (2022), and Kahfi (2022). Likewise, Wibowo (2012) that "cultivating character in schools is a shared responsibility."

After testing the main product followed by revision, finally three final products were successfully determined, namely; Scenarios for Using Historical Melodies, Imaginative Discourse on Historical Melodies, and Historical Melody Matrix. Based on the data and discussion, it was confirmed that the product that had been developed was considered to have reached a relatively maximum level so that it could be implemented. The Historical Melody learning product is suitable for use in order to develop students' Pancasila Student Profile character.

It needs to be further emphasized that the product being developed is an inseparable whole unit so that overall the Historical Melody learning product in order to develop students' Pancasila Student Profile characteristics is relatively complete. This belief was obtained after examining the data and discussing three trials with results that tended to be positive. In general, limited group trials are categorized as quite good, large group trials are categorized as good, while main product trials are categorized as very good or have experienced very significant improvement from each trial episode.

This achievement cannot be separated from the principle that using learning media is a necessity in order to accommodate students' learning potential. In line with Indah and Safaruddin (2022) who emphasized "the use of learning media helps teachers convey messages or learning material to their students, so that the messages are easier to understand, more interesting and more enjoyable for students." The use of this media cannot be avoided because in this era of globalization and information, the development of learning media is also increasingly advanced. Historical Melodies are an answer to the needs

of history teachers in carrying out learning that is oriented towards improving the character of the Pancasila Student Profile in the dimensions: Faith and Devotion to God Almighty and Having Noble Morals; Global Diversity; Worked together; Independent; Creative; and Critical.

CONCLUSION

The development of Historical Melodies succeeded in improving the Character Profile of Pancasila Students in the dimensions: Faith and Devotion to God Almighty and Having Noble Morals; Global Diversity; Worked together; Independent; Creative; and Critical. In limited trials, 70.83% was categorized as quite good. In the large group trial it was categorized as good with a percentage of 83.33%. In the main product trial, it achieved 91.66% which was categorized as very good.

Increasing the character of the Pancasila Student Profile outside the classroom tends to be dynamic. The discipline of following the flag ceremony in limited group trials is categorized as MT increasing to MB in large group and main product trials. Respecting the red and white flag in limited group trials is categorized as MT, in large group trials and the main product is categorized as MB. The spirit of singing the song Indonesia Raya in limited group trials is categorized as MT, in large group trials is categorized as MB and in main product trials is categorized as MK, throwing rubbish in its place in limited group trials is categorized as MB and in large group trials and main products is categorized as MK. Mingling and helping each other among people at all levels of trials is categorized as MK.

REFERENCES

Admin, A., & Zaman, B. (2017). Pembinaan Karakter Siswa Melalui Pelaksanaan Shalat Sunnah Dhuha di Sekolah Dasar Islam Terpadu Nur Hidayah Surakarta. *TAMADDUN*, 18(2), Art. 2. <https://doi.org/10.30587/tamaddun.v0i0.88>

Ainiyah, N. (2013). Pembentukan karakter melalui pendidikan agama Islam. *Al-Ulum*, 13(1), 25–38.

Amelia, F. N., & Hamdu, G. (2022). Analisis kebutuhan instrumen penilaian sikap berbasis education for sustainable development di sekolah dasar. *Jurnal Fundadikdas* (Fundamental Pendidikan Dasar), 4(3), 215–224. <https://doi.org/10.12928/fundadikdas.v4i3.4324>.

Amirullah. (2015). *Teori Pendidikan Karakter Remaja Dalam Keluarga*. Bandung: Alfabeta.

Angga, A., & Iskandar, S. (2022). Kepemimpinan Kepala Sekolah dalam Mewujudkan Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5295–5301. <https://doi.org/10.31004/basicedu.v6i3.2918>

Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 7(3), 1075–1090. <https://doi.org/10.31949/educatio.v7i3.1279>

Hidayat, R. (2022). *Implementasi Analisis Kebijakan Pendidikan* (Cetakan Ke-1). Bogor: Program Pascasarjana Universitas Pakuan.

Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>

Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138-151.

Manalu, J. B., Sitohang, P., & Turnip, N. H. H. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *PROSIDING Pendidikan Dasar*, 1, 7. <https://doi.org/10.34007/ppd.v1i1.174>

Marisa, M. (2021). Curriculum Innovation “Independent Learning” In The Era Of Society 5.0. *Sanhet; Jurnal Sejarah, Pendidikan dan Humaniora*, 5 No. 1, 13. <https://doi.org/10.36526/js.v3i2.695>

Munisa, L., Nawawi, E., & Authors, C. (2021). Kelas Xii Dalam Menyelesaikan Soal Hots Mata Pelajaran Kimia Di Sma Negeri 2 Unggul Sekayu. *Jppk*, 6(1), 1–13.

Nurhayati, J, & Sufyarma M. (2022). Strengthening Pancasila Student Profiles In Independent Learning Curriculum In Elementary School. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(6), 976–988. <https://doi.org/10.55227/ijhess.v1i6.183>

Purwanta, H. “Hakekat Pendidikan Sejarah” pada *jurnal Historia Vitae* Vol. 24, No. 1, edisi bulan April 2010. (Yogyakarta, Pendidikan Sejarah USD), p. 35.

Rachmawati, et.al. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>

Samani, Muchlas & Hariyanto. 2017. *Konsep dan Model Pendidikan Karakter*. Bandung: Remaja Rosdakarya.

Subakti, R.S. “Paradigma Pembelajaran Sejarah Berbasis Konstruktivisme” pada *jurnal Historie Vitae* Vol. 24, No. 1, April 2010. (Yogyakarta: Pendidikan Sejarah USD, 2010), p. 38-39

Tafono, T. 2018. Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa *Jurnal Komunikasi Pendidikan*, Vol.2 No.2,: 103-113

Wibowo, Agus. 2012. *Pendidikan Karakter: Strategi Membangun Karakter Bangsa*.

Yaumi, Muhammad. 2016. *Pendidikan Karakter Landasan, Pilar & Implementasi*. Jakarta: Prenada Media Group.