

Leadership Participation Models for Implementing Student Character at Primary Education

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Abstract—To changing the education paradigm should be adapted and practiced with the context of education systems, restructuring that regulates the boundaries of duties and authority between educational management agencies, operational school management practices, and changes in school culture. In connecting, the changing of the education paradigm within the framework of improving the quality of the processes and outcomes of education in schools has at least three aspects. There was: a changing in the paradigm of education is not enough to translate only as improvements and changes in the curriculum sector and community-based school management, but the students themselves should be given direction on learning. Educators and education personnel should be obtained competencies agreed upon by the school principal, teachers, parents and users of the education itself; the teacher should be change the philosophy of working as a teacher, because the teacher's assignment is not finished when he has fulfilled the task and the hours are required to enter the class, but changes the way of learning, learning responsibilities and student learning outcomes. In addition, teachers in the context of education reform carry out new tasks, namely their involvement in restructuring and even the formulation of operational curriculum. For principals, teachers, and stakeholders were responsible for the formation of students' character, especially for Basic Education.

Keywords—character; leadership; student

I. INTRODUCTION

The principal is one of the components of education, that given the most role to improving the quality of education. There was a fully connection between the success of the quality of education in schools and the quality of school principals. Successful schools are schools that are led by qualified principals, and vice versa schools are less successful are schools that are led by less qualified principals. The principal in carrying out his duties and functions as the leader and manager of the school should has a vision and mission, as well as an education management strategy as a whole and quality oriented. This strategy is a systematic and coordinated effort to continuously improve the quality of services. so the focus is directed to customers in this case students, parents, students, graduates, teachers, employees, the government and the community. According to Parasuraman in Arifin there are

several services that must be realized by the principal so that customers are satisfied, namely services in accordance with the Reliability, able to guarantee the quality of learning (Assurance), a conducive school climate (tangible) full attention to students (empathy), responsive to the needs of students (responsiveness). The phenomenon of the performance of the principal's participatory leadership in the implementation of character education in State Basic Education in Purwakarta is a serious concern from education stakeholders. The last few years have seen the tendency of character education to become a national pilot.

Local government motivation to develop character education is a serious concern. In general, people are faced with various acts of child and juvenile delinquency such as brawls, drug abuse, and other delinquents and many criminals can be easily found through television shows or directly. The problem that is no less serious is the practice of lies in the world of education starting at the time of the test to plagiarism [1].

The above phenomenon requires serious attention, because if left unchecked, then it is possible that students have been built to get used to tricks or exam manipulation will have a negative impact on the formation of students' personality. In this case, the world of education is also responsible because it produces graduates who are academically very good, but not in terms of character [2].

On the basis of circumstances on the ground, the Purwakarta regional government was moved to reorganize the pattern of Basic Education by presenting a character education program. This is in accordance with Law Number 20 of 2003 concerning the National Education System (*Sisdiknas*) article 3 which states that national education functions to develop the ability and form dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of students to become human beings [3]. Believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent and a democratic citizen, and responsible.

Character education in the Basic Education Unit is a very important key in shaping the personality of children and in addition to home, character education also needs to be applied

in schools and social environments. In essence, education has a purpose to help people become smart and grow into good people. In order to prepare for the Golden Generation 2045, the government strengthens the character of the young generation to have excellence in the 21st century global competition. In addition to the five main character values, through Strengthening Character Education (PPK), the government encourages an increase in basic literacy, critical thinking, creative, communicative, and young generation collaboration [4].

Consideration in order to realize a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotism, respect for achievement, communicative, peaceful love, fond of reading, care for the environment, social care, and responsibility, the government considers it necessary to strengthen character education. So the government issued a Presidential Regulation (*Perpres*) on Strengthening Character Education. The *Perpres* is registered as a Presidential Regulation (*Perpres*) Number 87 of 2017 concerning Strengthening Character Education [5].

Based on Article 1 of the Presidential Regulation (*Perpres*) No. 87 of 2017 [5], it is stated that Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of the process of heart, taste, thought, and sports with engagement and cooperation between education, family and community units as part of the National Movement for Mental Revolution (GNRM).

The objectives of Strengthening Character Education (PPK) based on the Presidential Regulation (*Perpres*) No. 87 of 2017 are [5]: (a) to develop and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education to deal with the dynamics of change in the future; (b) develop a national education platform that puts character education as the main soul in the implementation of education for students with the support of public involvement through formal, non-formal and informal education by taking into account the diversity of Indonesian culture; and (c) revitalize and strengthen the potential and competencies of educators, education personnel, students, communities and family environments in implementing KDP.

Based on Article 6 of the Presidential Regulation (*Perpres*) Number (No) 87 of 2017 [5], it is stated that the Implementation of PPK in the Education Unit for Formal Education as referred to in Article 4 letter a number 1 is carried out in an integrated manner in the following activities: a. Intra curriculum; b. co curriculum; and c. Extracurricular.

The regulation was made of course as an effort that this nation did not want to be a backward or backward nation. Various efforts have been made by the government for the progress of his nation. To deal with technological and communication sophistication that continues to evolve, improvements in human resources also need to be strived to form intelligent, skilled, independent and noble human beings. One effort to improve the quality of human resources is the emergence of the idea of character education in the world of

education in Indonesia. This idea arose because the education process that had been carried out was considered not fully successful in building Indonesian humanity with character. It is expected that through character education, students are more likely to have responsible behavior as the nation's next generation. With such behavior, the condition of nation and state will be better.

The concept of character-based management was developed by which mentions the development indicators namely [6]: (1) group skills; (2) organizational skills; (3) communication skills; (4) knowledge transfer skills, while the culture itself is faced with (1) organizational culture; (2) national culture; (3) culture with nature; (4) culture with collectivism as well as other matters relating to both and taking into account the need to develop knowledge in the area of research conducted.

Character education is character education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). According to Lickona, without these three aspects, character education will not be effective other than having to be carried out systematically and sustainably. With character education, a child will become emotionally intelligent [7]. Emotional intelligence is the most important provision in preparing children to meet the future, because with it someone will be able to succeed in facing all kinds of challenges, including the challenge to succeed academically [8]. Emotional intelligence is closely related to character education, influencing learning success. Child failure in school does not lie in intellectual intelligence, but in character.

Various facts show that character education for Indonesian students is very important, in the context of efforts to form an intellectual and intelligent generation of character. Therefore, the world of education is expected to be a driving force. In the world of education, there are three areas that must be mastered by students, namely cognitive, affective, and psychomotor domains. Cognitive domains are oriented to mastering science and technology, affective domains related to attitude, spirit, and character, while psychomotor domains are related to it is procedural and tends to be mechanistic [2]. The reality of learning in schools is that efforts to balance the three realms are always pursued, but in reality the dominant is the cognitive and psychomotor domains.

As a result, students are rich in abilities that are hard skill but poor in soft skills because the affective domain is neglected. This symptom appears in education output which has high intellectual ability, smart, class champion, but poor ability to build relationships, work together and tend to be selfish, even closed.

The basic concept of character education was developed by Lickona namely (1) conscience; (2) self-esteem; (3) empty; (4) loving the good; (5) self-control and (6) humility [7]. In fact, education is essentially an effort in order to build human intelligence, both cognitive, affective and psychomotor. Therefore, character education is continuously developed and developed to produce superior generation; excel in science, faith and charity. In carrying out character education in schools, there are 18 values that must be developed by schools in determining the success of character education, namely: (1)

religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love of the homeland; (12) appreciate achievement; (13) friendly / communicative; (14) peace love; (15) likes to read; (16) care for the environment; (17) social care; (18) responsibilities.

Character development of children needs to be seriously pursued with the pattern of character education management. The process of planning, organizing, implementing, monitoring and evaluating well is a step in the management of effective character education. The level of effectiveness of the management of character education in schools greatly affects the achievement of the mission of education, namely to form students with character. Based on the results of observations made by researchers in preliminary studies in Primary Schools in Purwakarta District, the researchers have assumed that the Primary Schools in Purwakarta Regency are educational institutions that have implemented character education programs.

II. LITERATURE REVIEW

Another definition of management is stated by Denegaars quoted by Handayadiningrat as follows: "Management is defined as a process that is related to the guidance of group activities and based on clear objectives, which must be achieved by using human resources".

The education management process describes as a series that is carried out sequentially so that it is continuous. The procedures for education management activities are areas covered in the sense of administrative management called "Management of administrative functions".

Various processes of expert opinion on management functions, but essentially contain similarities as stated by James AF Stoner in the management book, defining "Management is the process of planning, organizing, leading and controlling the efforts of organizations and the use of other organizational resources in order to achieve stated organizational goals [6].

Management is a very important part of the administrative process in which there is a process of planning, implementing, supervising the business of the members of the organization and utilizing all organizational resources in order to achieve the stated goals. The success of a manager in an educational organization is crucial. This view is as stated by W. Edward Deming in Fakry Gaffar which states that "quality failure in an organization is caused by management failure". Then this is reinforced by the opinion of Batten who put forward the definition of management as follows: "Management is an ever-changing, ever-dynamic system of Interacting Minds affecting People-Money-Time-Space-Mandatory Controlled by: Who, What, How, Why, When, Where (Management is a system that is always changing and dynamic from the thoughts that interact in managing people, money, time, space and other things supervised by Who, What, How, Why, When and Where. "Various processes of expert opinion about management functions, but essentially contain similarities as which was stated by James AF Stoner in the management book, providing a definition "Management is the process of planning, organizing, leading, and controlling the efforts of organizations

members and the use of other organizations in order to achieve stated organizational goals" [6].

The existence of a manager in an organization is very necessary, because the organization as a tool to achieve organizational goals in which a variety of knowledge develops, as well as an organization that is a place to foster and develop human resource careers, requires managers who are able to plan, implement, lead and control so that the organization can achieve its stated goals.

Character formation of students Management is the process or method of carrying out certain activities by moving the energy of others. Management is directing and integrating all things both personal, spiritual and material related to the achievement of educational goals. Schools as an educational institution can be categorized as noble industry institutions because they carry a dual mission, namely profit and social. The mission of profit is to achieve profit, this can be achieved when the efficiency and effectiveness of funds can be achieved so that the inclusion of social missions aims to pass on and internalize noble values. That is why, managing schools not only requires high professionalism but also intentional and holy-mental-abundant missions, as well as managing other industry nobles such as hospitals, orphanages, social foundations, research or study institutions, and non-governmental organizations (NGOs.) School resources at least involve students, educators and education personnel, curriculum, education programs, facilities / infrastructure, costs or finance, information, teaching-learning processes, environment, outputs and outcomes, as well as cooperative relationships with stakeholders, and others -other.

From the description above, it can be underlined that the management of character education is a strategy that is applied in the development of character education that is organized with passion and intention for the teachings and noble values to realize the school's social mission through management activities. The components contained in the management of character education in schools include: 1) Curriculum components, namely material or learning materials and experiences gained by students that characterize the school and reflect the character of the graduates. 2) Management components, namely human resources (HR) that take care of school administration, concerning management in leading, organizing, directing, fostering and managing school management to create a school culture based on character education. Included in the management component are the school principal, counselor, librarian, administrative staff, and office boy. 3) The financing component, namely the financial problem is closely related to financing. Whereas the financing problem itself is a very important factor and determines the life of an organization like a school. The financing of character education is planned, proposed and issued to support the transformation of noble values. 4) Teacher components. The teacher is an HR who provides experience to students as a form of his commitment to the implementation of character education. 5) The student component, which is the subject of learning that will go through a transformation process of noble values in the implementation of character education in schools. In the academic text on the Development of Cultural Education and

National Character, the Ministry of National Education has formulated character values (18 values) that will be developed or instilled in children and young people of the Indonesian nation through management activities. Planning for Effective Character Education and planning is to make targets that will be achieved or achieved in the future [9]. In an organization planning is a process of thinking about and determining carefully the direction, goals and actions as well as examining the right resources and methods / techniques. Basically planning to make decisions about the direction to be addressed, actions to be taken, resources to be processed and the techniques / methods chosen for use.

The plan will direct the goals of the organization and establish the best procedures for achieving them. Meanwhile, according to Wiyani planning consists of 5, namely: (1) determining what to do, when and how to do it, (2) limiting goals and setting work implementation to achieve maximum effectiveness through the process of determining targets, (3) collecting and analyzing information, (4) developing alternatives, (5) preparing and communicating plans and decisions [10]. Simply put, planning is the determination of a series of actions to achieve the desired outcome. A rather complex discussion formulates planning as determining what must be achieved.

In addition, the planning function includes budgeting. More precisely, when planning is formulated as setting goals, policies, procedures, budgets, and programs from an organization.

According to Komariah The existence of a plan is very important for the organization because the plan serves to: (1) explain and detail the objectives to be achieved, (2) provide guidance and determine the activities that must be carried out to achieve these objectives, (3) the organization obtains the best resource standards and utilizes them according to the main functions of the function that has been determined, (4) becomes a reference for organizational members in carrying out activities that are consistent in procedures and objectives, (5) providing limits on authority and responsibility for all implementers, (6) monitoring and measuring various successes intensively so that they can find and correct irregularities at an early stage, (7) allow for the maintenance of conformity between internal activities and external situations, (8) avoid waste [9].

Meanwhile, according to Wiyani Planning educational programs have at least two main functions, namely: (1) planning is a systematic effort that describes the preparation of a series of actions to be taken to achieve the goals of the organization or institution by considering available sources or sources that can be provided, (2) planning is an activity to mobilize or use limited resources efficiently, and effectively to achieve the stated goals [10].

Character of education management planning aims to formulate indicators of students' basic competencies. In the curriculum component, indicators of basic competency are positioned as media or means of measuring tools to determine whether the vision, mission, and objectives of character education have been achieved or not. So the planning of character education is a process of thought and determination

of the direction, objectives, actions of the character education program. The planning of character education program activities in schools refers to the types of activities, which at least contain elements: objectives, activity objectives, substance of activities, implementation of activities and related parties, implementation mechanism, organization, time and place, and supporting facilities. Effective planning in its preparation must be done through a series of questions that need to be answered, including: what activities should be done, where is the activity to be carried out, when will the activity be carried out, how do the activity, who, and why. Planning at the school level is essentially to strengthen the curriculum development at the school level (KTSP), such as establishing the vision, mission, goals, curriculum structure, academic calendar, and syllabus preparation. The overall school planning that starts from analyzing the strengths and needs of schools will be able to produce more targeted education programs that are not solely in the form of strengthening the realm of knowledge and skills but also attitudes that can ultimately form noble character.

A. Organizing of Character Education

After obtaining certainty about the objectives, resources and techniques / methods used to achieve these objectives, the manager further makes an effort to organize so that the plan can be done successfully by the experts. Organizing is the process of organizing, allocating and distributing work, authority and resources among organizational members to achieve organizational goals [9]. Stoner states that organizing is the process of employing two or more people to work together in a structured way to achieve specific goals or multiple targets [6].

Organizing means: (1) determining the resources and activities needed to achieve organizational goals, (2) designing and developing work groups that contain people who are able to bring the organization to the goal, (3) assigning a person or group of people in a task responsibility and certain functions, (4) delegating authority to individuals who are associated with the flexibility to carry out tasks. With these details, the manager makes a formal structure that can be easily understood by people and describes a person's position and function in his work. According to Wiyani organizing means grouping the activities needed, namely the determination of the organizational structure and the duties and functions of each unit in the organization [10]. It can also be formulated as an overall management activity in grouping people and assigning tasks, functions, authorities and responsibilities with the aim of creating activities that are efficient and effective in achieving the stated goals. Organizing consists of: (1) providing equipment facilities, and labor needed for the preparation of an efficient work framework, (2) grouping work components into the organizational structure regularly, (3) forming an authority structure and coordination mechanism, (4) formulating and defining methods and procedures, (5) choosing, conducting training and education of workers and seeking other resources that are needed [11].

B. Implementation of Character Education in Schools

Context

According to Wiyani implementation is an activity to realize the plan to be a real action in order to achieve the goal effectively and efficiently, so that it will have value [10]. The implementation of character education in the education unit needs to involve all citizens of the education unit, parents, and the surrounding community [12]. In implementing character education in schools, teachers play a very strategic role, especially in shaping character and developing students' potential. The existence of a teacher in the community can be used as an example and reference for the surrounding community. The teacher has a very important role in determining the success of education. Professional teachers are expected to produce qualified graduates. Teacher professionalism as the spearhead in the implementation of the curriculum in the classroom [13]. In the teaching and learning process, the teacher has the task to educate, teach, direct, train, assess, and evaluate and provide learning facilities for students to achieve character education goals. According to samani, the role of teachers in the implementation of character education in schools is [14]:

1) *Exemplary*: The teacher's role as an example is to set a good example, whether it is moral, ethical or moral problems wherever he is.

2) *Inspirator*: A teacher will become an inspirational figure if he is able to arouse enthusiasm to move forward by mobilizing all the potential he has to achieve a spectacular achievement for himself and the community. Teacher success will inspire students. It takes a number of inspirational teachers to inflame the spirit of achievement in school.

3) *Motivator*: After becoming an inspiration, the next role of the teacher is a motivator. One of the efforts that must be done by a teacher so that what can really achieve motivators in their work is by teaching in a fun way, creating a pleasant atmosphere, giving gifts or penalties, and so on.

4) *Dynamist*: To be a dynamic teacher must have a synergistic ability between intellectual, emotional, and spiritual so as to be able to withstand any attacks that hinder. These abilities make the teacher as an effective and productive dynamistor in producing of work, both thought and social.

5) *Evaluator*: As evaluators, teachers must always evaluate learning methods that have been used in character education. In addition, he must be able to evaluate the behavioral attitudes displayed and the planned agenda.

III. METHOD

This study uses research and development (R & D) in the form of cases and this research is designed using evaluation procedures in collecting and analyzing data systematically to determine the value or benefits of a Basic Education practice in Jakarta [14]. The value or benefit of an educational practice is based on the results of measurements or data collection using certain standards or criteria that are used absolute. Case research is designed to answer questions, test or prove hypotheses based on existing field data, so that the interpretation of various cases that develop in Purwakarta

Primary Education is able to be explained well in order to collect existing data for the purpose of drawing conclusions, namely culture-based management in character building learners.

In more detail the objectives of the case study are: (a) assist planning to carry out the program, (b) assisting in determining program improvement or change decisions, (c) assisting in determining sustainability decisions or terminating the program, (d) finding facts of support and rejection of the program, (e) contribute to understanding the psychological, social, political processes in the implementation of the program and the factors that influence it.

The approach used is mix method namely quantitative and qualitative approaches. Quantitative is intended to facilitate the interpretation of the results of research in the form of numbers calculated using a Likert positive statement scale with a range of 5 to 1, that is, strongly agree, agree, doubt, disagree and strongly disagree. While the qualitative approach is snow ball sampling, which is to describe the latest findings which then become material and input for the use of data processing and conclusions in the next chapter.

In this study, a case study method is used, which is a research design that is more emphasized on the overall evaluation results on an activity that is or has been going on. This study aims to design, refine and test the implementation of the status of educational practice to answer or prove the effectiveness of the management of character education in elementary schools in Purwakarta Regency.

The instruments used by researchers determined several things including: the object of research, data sources, time, techniques that will be used for processing data that researchers obtain from observation, interviews and documentation.

IV. RESULTS AND DISCUSSION

Basically the principal has carried out the principle of developing character education in the three schools studied, namely: (1) SDN Ciwangi, SDN Tegalmunjul and SDN Warungjeruk and assessment of all school students in observing character education has fulfilled the requirements and conditions set out in the PPK. In carrying out assessments to personnel, principals collaborate with school supervisors and form a KDP team consisting of senior teachers who have high dedication and loyalty to the school. This is consistent with interviews with researchers with school principals, principals arguing "in carrying out assessments of character education in schools, principals collaborate with school supervisors and form teacher performance appraisal teams consisting of senior teachers who have high dedication" (interview, 27 July 2018).

Based on documents in the school, the assessment of character education for students is carried out by principals and teachers, which includes an assessment of all elements in character education. In the assessment the format of student character assessment is made, including attendance, my students' methods of how to interact with teachers and fellow students in school to determine the level of success in implementing school character education, and this is in line with the opinion of the vice principal in the curriculum field "to

assess participatory leadership the principal, the discipline of the teacher in attendance in the context of character education, the school principal makes an assessment format that contains the teacher attendance list, in that format can find out the level of discipline of the teacher in carrying out the task "(interview, 21 July 2018).

The participatory leadership implementation of the head of the school in assessing teacher performance, especially in carrying out character education involves the deputy headmaster specifically to carry out learning tasks. Before carrying out the task all teachers are required to make learning tools which include annual programs, semester programs, monthly and daily programs, besides that the teacher is obliged to make a syllabus, by analyzing standard competencies and basic competencies, making learning process planning (RPP) and making the time allocation according with the education calendar. All teachers will be assessed by the deputy headmaster of the curriculum in the field of administrative teaching, with this completeness will be seen the teacher's ability to carry out the task seriously. The teacher will get an assessment in accordance with its completeness. This is in accordance with the opinion of the senior teacher "every teacher is required to complete the learning administration, this determines the performance assessment of each teacher" (interview, 23 July 2018).

Assessment of teacher performance in implementing character education is also carried out by the principal when the teacher carries out the teaching and learning process. This assessment aims to; 1) knowing the ability of teachers in implementing PBM, 2) knowing the teacher in managing the class, 3) knowing the teacher in mastering the learning material, 4) knowing the weaknesses or strengths of the teacher in carrying out the learning process in front of the class. This assessment is carried out through class supervision conducted by the principal or senior teacher assigned by the principal. Assessment of teacher performance is also carried out on additional assignments given by the principal, for example as vice principal, homeroom teacher, student advisor, labor head or library head and others. Based on the results of observations and interviews with the principal, basically the principal continued to assess the teacher's performance on the additional three assignments given to them. Assessment includes loyalty, work performance, responsibility, obedience, honesty, cooperation and initiative.

Based on observations and documentation in schools, the assessment of character education conducted by principals is still general, especially in assessing teacher performance in carrying out tasks in front of the class, principals must be able to assess teachers in all aspects, because basically each teacher has advantages and disadvantages. Assessment should include an assessment of disciplinary aspects, an assessment of the competencies he has mastered, including pedagogic competence, personality competence, social competence, and professional competence. based on the results of interviews with the Deputy Principal in the curriculum field "Principals have basically assessed the teacher's performance but the

assessment is still not detailed and is still general". (interview, 28 July 2018).

V. CONCLUSION

Normatively, this study can be concluded that: (1) participatory leadership of principals can shape teacher behavior and implement character education in Purwakarta Basic Education; (2) the three schools sampled in the research have carried out character education in an orderly manner, even though in the administrative field it still needs to be structured; (3) a measurement standard is needed specifically in determining the success of the implementation of character education in Primary Education; (4) teachers understand the basic principles of character education, but additional training is needed to build habituation of character education in schools; (5) the community has a concern in the implementation of character education; (6) it is necessary to understand the vision and mission of education stakeholders in the implementation of character education in Basic Education in Purwakarta; (7) local government policies are closely related to the success of character education in schools; (8) refraction of character education in schools requires special team monitoring for the sustainability of character education in the community.

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