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The Influence of Student Inquiry and Curiosity Level on The Learning Outcomes of The Cognitive Aspects of History of Islamic Culture Subject

U. Abdullah Mu'min[1*], Budi Munawar Khutomi[1], Herri Azhari[1]

[1]STAI Pelabuhan Ratu, Indonesia
*Corresponding Author email: abdullahmumin@staip.ac.id

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ABSTRACT

This study aimed to find the influence of the inquiry approach and students' curiosity on the learning outcomes of cognitive aspects on History of Islamic Culture subject. This research was conducted at MTs Jamiyatul Aulad Palabuhanratu Sukabumi Regency. This research approach was quantitative with the quasi experiment and treatment by level 2 X 2. The number of students who became the samples of the study was 64 students, divided into two groups, each consisting of 32 students. Data analysis techniques were two-path analysis of variance (ANOVA) followed by Tukey test. The results of this study indicated that 1) learning outcomes of the students taught using the inquiry method were higher than those taught using conventional method, 2) there was an influence of interaction between the inquiry method and the level of curiosity on students' learning outcomes, 3) learning outcomes of students with high curiosity level treated by inquiry method were higher than students with high curiosity levels given conventional method; and 4) learning outcomes of students with low curiosity levels were higher than students with low curiosity levels given a conventional method.

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INTRODUCTION

Teaching the History of Islamic Culture (SKI) in the madrasah aims to get the ability to think historically and examine the origin, development, the role of Islamic culture/civilization in the past, starting from the propaganda of the Prophet Muhammad in the Mecca period and the Madinah period, the leadership of the people after the Prophet SAW died, until the development of Islam in the classical period (golden age) in 650m - 1250m, the Middle Ages/ Detainer Age (1250M -1800M), and the Modern/ Age of

Awakening (1800-present), and the development of Islam in Indonesia and the world. The subject of the history of Islamic culture has contributed to motivating students to recognize, understand, and live the history of Islamic culture, which contains wisdom values that can be used to practice intelligence and form attitudes, characters, and personalities of students. Teaching SKI in madrasah aims to make students gain an understanding of knowledge, foster critical thinking in students, and understand history. Understanding science brings the acquisition of facts and mastery of ideas and history. Learning SKI is considered as learning that can foster the ability of students to construct the current conditions by linking or seeing the past, which is the basis of the topic of learning history.

The success of the learning process was characterized by changes in behavior in a person, both cognitive, affective, and psychomotor ranch. Learning activities include the interaction process of students with teachers and learning resources in one learning environment. The method of exchange in effective learning will make it easier for students to process the information they receive. Student learning outcomes are closely related to the aim of national education, both from the cognitive, affective, and psychomotor aspects. Students with high cognitive learning outcomes who show changes in behavior towards a better direction proof that the high learning outcomes of students are very influential on the achievement of national education goals to develop the ability and shape the nation's character. Learning outcomes can be seen from a process of human change, which can be seen as students improve skills, knowledge, attitudes, habits, and thinking power (Majid, 2013).

One of the essential elements in the learning process is the teacher. The teacher becomes the figure responsible for the success of the education process in school so that the task and responsibilities of the teacher are not easy. Consequently, a teacher must have the ability and skills to develop the interaction in the learning process so that students are encouraged to carry out active learning activities. In other words, the teacher must have the ability and skills to choose a learning method that places students as active learners and can process the information into knowledge.

The results of learning is the result of an activity that an individual or group has carried out as learning outcome will not exist if there is no activity as a learning process to get high learning outcomes. Learning results indicate that a person has changed through the learning process. Changes in knowledge, skills, and attitudes can show high learning outcomes. However, the results of initial observations showed that student learning outcomes in SKI subject in class VIII MTs Jamiyyatul Aulad Palabuhanratu had not been optimally achieved. This can be seen based on the midterm (odd) assessment results. Only 2 out of 8 classes had an average value according to KKM. The cause of this wass probably due to the teaching method conducted in the class. The methods often used were less varied and paid less attention to the level of development and the situation of learning and teaching activities. The lecturing and question and answer methods were always used to teach, even though the time, situation, and conditions of the students were different. Discussions method was rarely carried out.

Learning methods are ways of carrying out activities between teachers and students when interacting in the learning process. The teacher needs to know and learn the teaching methods to convey and understand the material well with the students. In short, the learning method can be considered as media to help the learning process run effectively

and efficiently. The selection of the inquiry learning method was expected to be one of the right solutions to improve students' learning outcomes in cognitive aspects. Shoimin (2014) put forward the inquiry method, a series of learning activities that emphasize students' activeness to have a learning experience in discovering material concepts based on the proposed problems. This opinion was reinforced by Kodir ((2010), Eliza & Susilawati (2019) that inquiry is a method of learning that allows students to find their answers from the problems given, as well as other reasons related to their observations and experiences.

Another factor influencing the students' learning outcomes is the level of curiosity. One of the scientific attitudes that is needed in the learning process is an attitude of curiosity. The feeling of wanting to know is the initial key for the students in the learning process. Teachers should build feeling of wanting to know and encourage students to fulfill their curiosity. By fulfilling their curiosity, teachers will bring students to search and find. According to Hadi and Permata (2010) feeling of wanting to know is an impulse or desire to understand something. The high nature of curiosity encourages humans to continue searching for and studying science and knowledge to gain new concepts.

The students with high curiosity will also read sources related to the theory they study and to natural phenomena. This is in line with Montessori's research which stated five things that can support curiosity in students including trust in children, a rich learning environment, time, security, and encouragement of admiration (Davies, 2019), in a form that are expressed through asking questions, arousing curiosity, exploring and investigating, being interested in things that have not been answered yet, spying, peeking and uncovering things that are still unclear (Yaumi, 2016). The students who have an interest in learning usually will like the discussion activities because, through the discussion activities, they can exchange their thoughts with their friends, and they open up opportunities for them to always increase their knowledge. The student's curiosity will make them show interest in the material. Students will pay close attention to what the teacher explains about the material. They will also rewrite things.

Studies about inquiry method and curiosity were conducted previously. Erwinsyah and Wildan (2022) concluded that there was a positive and significant relationship between curiosity and science learning achievement. Asrul et al. (2020) concluded that the inquiry model has a positive and significant effect on students' learning outcomes. It showed that applying the inquiry model can improve student learning outcomes. Likewise, the research results by Putri et al(2020) concluded that based on the t-test analysis, the inquiry learning model was supposed to be effective in social studies learning outcomes. The difference between other researches with the present research lies in statistical technique used.

LITERATURE REVIEW

Inquiry Learning Method

Technically, the inquiry learning activity is considered as the maximum involvement of students in learning activities and the ultimate direction of the activities in the learning process. Students can develop confidence about something found in the inquiry process. Shoimin (2014), Lovisia (2018) add that the inquiry learning model, in principle, is a series of learning activities that emphasize on students' activeness to have a learning experience in discovering material concepts based on the problems proposed. Kodir (2010) suggests that

inquiry is a learning model that provides opportunities for students to find answers to the problems given and other items related to their observations and experiences. Hendarwati (2013) adds that inquiry learning is a learning strategy that conditions students in situations that are designed in such a way that students play an active role in finding and knowing how to solve problems by observing, asking, proposing explanations regarding the matter studied and concluding. It can be concluded that inquiry is a learning method that directs students to find their knowledge by looking for problems and then conducts investigations to obtain answers to these problems.

Meanwhile, Majid (2013) and Surya (2017) suggest several characteristics of inquiry learning as follows: 1) Emphasizing students' activities to search and find, 2) All activities carried out by students are directed to seek and find their own answers to something so that they can grow their self-confidence, and 3) the purpose of inquiry learning is to develop the ability to think in a systematic, logical, and critical manner. Furthermore, Majid (2013) adds the principles of inquiry learning as follows: 1) Oriented to intellectual development, 2) Principles of interaction, 3) Principles of asking questions, 4) Principles of learning to think, and 5) The principle of openness.

In every learning process in the classroom, there is no most appropriate learning method that can be applied to all situations. Each learning method has its advantages and disadvantages. Anam (2016) points out the advantages of inquiry learning, namely: 1) Students learn about important things, and students are encouraged to do, not just sit quietly and listen, 2) Themes learned are not limited as they can be sourced from anywhere, for example, books, student/teacher experience, internet, television, radio, and so on, and 3) students have big opportunities to make discoveries with various observations and experiments. Meanwhile, Shoimin (2014) adds several weaknesses in inquiry learning, namely: 1) There is a lack of good response from students when implementing a new learning model, 2) it requires a change in the learning habits of students who initially only receive information from the teacher, and 3) Learning will be less effective if the teacher cannot manage the class.

Student Curiosity

Curiosity is an internal aspect of students which constantly motivates them not to quickly satisfy themselves with what they already know but to encourage students to continue to seek and learn new things so that they can increase knowledge and experience in learning. Samani et al. (2012) argue that curiosity is a desire to investigate and seek an understanding of the secrets of nature. Meanwhile, according to Mustari (2011) curiosity is an attitude and action continually striving to know more deeply and broadly than what they learn, see, and hear. Curiosity is a character that originates from the thinking zone.

Intense curiosity from students will make them more sensitive in observing various phenomena or events around them and opening up new worlds that will challenge and interest students to study more deeply. In this case, they will voluntarily and enthusiastically learn it. Curiosity makes them feel passionate about knowing something that needs to be built and developed. Meanwhile, Mustari (2011) states that two factors influence the curiosity of students, including factors at home, namely how parents educate their children

and environmental factors in schools, namely how teachers teach students to have high curiosity.

Learning Outcomes

According to Susanto (2013), learning outcomes, in essence, are changes that occur in students in cognitive, affective, and psychomotor aspects as the result of learning activities. Kunandar (2013) adds that the results of learning are competencies or specific abilities, both cognitive, emotional, and psychomotor, which are achieved or mastered by students after learning process. According to Subagja and Wiratma (2016) learning outcomes are assessment results that can be seen from nine aspects, namely: area of assessment, the behavior of evaluation, the type of assessment tool, a form of test, the state of non-test, a form of a report of learning outcomes, assessment scale, assessment time, and learning outcomes collection techniques. Based on these three opinions, in simple terms, student learning outcomes mean individual achievement after learning activities in the form of changes that include cognitive, affective, and psychomotor aspects. The results of student learning are a form of changes obtained during learning activities.

Susanto (2013) suggests learning outcomes in cognitive aspects include understanding the concept which is defined as the ability to absorb the meaning of the material being studied. Understanding means how much students are able to receive, absorb, and understand the lessons given by the teacher or the extent to which students can understand what is read, seen, experienced, felt from the results of research or observations they do.

In connection with cognitive abilities, Abdurrahman (2012) suggests that cognitive abilities develop gradually, in line with physical development and the nerves that are in the center of the nerve system. One of the influential theories in explaining cognitive development was Piaget's theory. Cognitive is a process that occurs internally in the central nerve system when humans are thinking. Husdarta & Kusmaedi (2010) argue that cognitive development is a continuous process, but the result is not a continuation of the results that have been achieved previously. Aqib (2011) suggests that cognitive is more related to student's ability to use the brain.

METHOD

The method used in this study was a quasi-experiment with a treatment design by level 2 x 2, using one control class with the conventional way and one experimental class with the inquiry method, as shown in the following table:

Table 1. Research Design Plan

Curiosity Level	Learning methods	
	Inquiry (A_1)	Conventional (A_2)
High (B_1)	A_1B_1	A_2B_1
Low (B_2)	A_1B_2-	A_2B_2

The target population in the research was all students of MTs Jamiyatul Aulad Palabuhanratu, Sukabumi Regency, while the reachable population was all eighth-grade students. Samples were taken using cluster random sampling technique and obtained classes VIII-3 as the control class and VIII-7 as the experimental class. The number of students who

were the subject of the study was 64 students, who were divided into two groups, each consisting of 32 students.

Before treatment, students in these two classes were given a questionnaire to obtain curiosity level score data. The scores for filling out the questionnaire were arranged according to the 3 groups with the highest and lowest scores. For each class, 27.5% of the top ranking was classified as a group of students who had a high level of curiosity, 27.5% of the lowest order was classified as a group of students who had a low level of curiosity, and the middle one consisted of 45%. Furthermore, control class and experimental class were taught with the same subject matter. The number of meetings were 4 meetings with duration of 80 minutes for each meeting. The research was carried out for one month.

The data collected in this study includes data on cognitive aspects of learning outcomes and students' curiosity levels in SKI subject. The instruments used were test, in the form of a multiple choice test with a validity test using the Point Biserial Correlation formula and a reliability test using the KR20 formula, and questionnaire to measure students' curiosity, with a validity test using Product Moment correlation and reliability using Cronbach's Alpha.

The data obtained through the research instruments were analyzed using descriptive and inferential analysis. Descriptive analysis was performed by presenting distribution tables, histograms, mean and standard deviation. The normality test in this study used the Liliefors test. At the same time, the homogeneity test was tested by using the Bartlett Test at the level of $\alpha = 0.05$. To test the hypothesis in this study, the analysis of variance test (ANOVA) was used to test the main effect and the interaction effect between A and B. The test was continued by using the Tukey test to see the results of comparisons between the study treatment groups.

The normality test of data or variables aimed to determine whether the data distribution of each variable was consistent with the characteristics of the data usually distributed before a statistical method was carried out. To find out whether the distribution of data followed or was close to a normal distribution or not, a normality test was carried out using the Lilliefors Test at a significance level $\alpha = 0.05$ with the criterion that if Lcount (L0) was lower than Ltable (Lt), then it could be concluded that the data of research results were normally distributed. The results of the complete research data normality test are presented in table 2:

Table 2. Normality results ($\alpha = 0,05$)

Group	N	L_{count}	L_{table}	Remark
A1	32	0,112	0,209	Normal
A2	32	0,141	0,209	Normal
A1B1	16	0,106	0,295	Normal
A1B2	16	0,117	0,295	Normal
A2B1	16	0,131	0,295	Normal
A2B2	16	0,118	0,295	Normal

The table showed that the Lilliefors value results from calculating (Lo) for all groups were lower than the Lilliefors table (Lt). It can be concluded that the research sample group came from a normally distributed population so that the normality requirements could be fulfilled.

Meanwhile, the homogeneity test was carried out on the combined treatment data between the inquiry method and the students' curiosity level. (A_1B_1, A_1B_2, A_2B_1, and A_2B_2), homogeneity testing was carried out using the Bartlett test at a significance level of $\alpha = 0.05$, where dk (1-a) (k-1) with the criterion that if the calculated value was than the table value, then the variance of all groups was homogeneous. The results of calculating the homogeneity test of the combined group variance showed $X^2_{count} = 0{,}705$, and $X^2_{table} = 7{,}74$ so it can be concluded that there was no difference in the variance of the four groups or that the research data was homogeneous.

FINDINGS

The results of the SKI test showed that the average test result for students taught by using inquiry method (A_1) was 29.31, while the group taught using the conventional method (A_2) had an average score of 25.00. These results proved that the average of group A_1 was higher than group A_2 or $\mu A_1 > \mu A_2$. As for knowing the main effects and interaction effects on learning outcomes in the cognitive aspect, a two-way analysis of variance (Two-way ANOVA 2x2) was used. The following table was the results of the analysis calculations carried out by using Two Way ANOVA 2x2 with $\alpha = 0.05$:

Table 3. Two-Way ANOVA Calculation Results

Source of Variance	dB	JK	RJK	F_{count}	F_{table}
Inquiry Method	1	87.11	57.78	7.319	4.15
Curiosity	1	16.53	5.44	0.457	4.15
Internal Interaction	1	765.44	765.44	64.308	4.15
	32	380.89	11.90		
	35	1238.89			

The hypothesis was that students who were taught using the inquiry method were higher than those who use conventional methods on students with high curiosity. It could be seen from the value of $F_{count} > F_{table}$ (7.319 > 4.15). So the hypothesis testing was continued with the Tukey test to test the significant different level. After testing was done, the value obtained is as follows:

Table 4. Summary of the Tukey Test

Compared Groups	Q_{count}	Q_{table} ($\alpha = 0{,}05$)
A_1B_1 and A_2B_1	11.12	4.04

From the table, it could be seen that the $Q_{count} > Q_{table}$ (11.12 > 4.04). It means that students with high curiosity taught using inquiry method showed significant different than those taught using conventional method.

The results of the hypothesis showed that the history learning outcomes of students with low curiosity taught by inquiry method were higher than those who were taught usinng conventional method. After testing with the Tukey Test, the following information was obtained:

Table 5. Summary of the Tukey Test

Compared Group	Q_{count}	Q_{table} ($\alpha = 0,05$)
A_1B_2 and A_2B_2	6.33	4.04

The table showed that Q_{count} was higher than Q_{table} (6.33>4.04). It means that students with low curiosity taught using inquiry method showed significant different than those taught using conventional method. Therefore it can be concluded that students with all levels of curiosity were significantly different when they were taught using inquiry method than those taught those taught using conventional method.

DISCUSSION

From the result of the test, it can be concluded that the students' average results of learning cognitive aspects in SKI taught by using the inquiry method (A_1) was 29.31, while the group taught using the conventional method (A_2) had an average score of 25.00. These results proved that the average of group A_1 was higher than group A_2 or $\mu A_1 > \mu A_2$, meaning that H_1 was accepted and H_0 was rejected. This means that there was an effect of the use of inquiry method on students' learning outcomes.

The ANOVA test showed that the results of SKI test of students taught using the inquiry method (A1) were higher than the learning outcomes of students taught using conventional methods (A2). Based on the calculation results, it was obtained that the F_{count} data for the inquiry method was 7.319, with a F_{table} score of 4.15 at the level of significance $\alpha = 0.05$.

The result above was supported by the results of research from Erwinsyah and Wildan, (2022) which concluded that there was a positive and significant relationship between curiosity and science learning achievement. Also, the research result from Asrul et al. (2020) concluded that the inquiry model has a positive and significant effect on students' learning outcomes. It showed that applying the inquiry model can improve student learning outcomes. Likewise, the research results by Putri et al. (2020) concluded that based on the t-test analysis, the inquiry learning model was considered to be effective in improving social studies learning outcomes.

The results of testing the hypothesis above indicated that the results of student learning on the cognitive aspect given by the inquiry method were higher than those taught by using the conventional method. It means that inquiry method was considered as an effective method of learning to improve students' critical thinking abilities so that they built their understanding and knowledge through the search process. With the inquiry method, students became trained in discovering and understanding relationships in systematically building knowledge, topics that combine facts, concepts, and generalizations in a single matrix.

The inquiry method was considered more capable of increasing students' critical thinking abilities than the conventional method as it centered on the the students. The involvement of students' interaction in the learning process was very high because this learning trained critical thinking skills, making it easy for students to develop analysis in a

hypothesis. The more information the teacher conveyed, the more passive the students were in processing the data, and the students' questions and concentration would decrease.

The inquiry method is a learning method that can encourage, motivate, and make students active, efficient, and effective in learning. The inquiry method can help students develop an in-depth understanding of systematic knowledge building while simultaneously practicing their critical thinking skills. Learning success can be obtained through optimizing students' abilities in a meaningful learning process.

CONCLUSION

Based on the research that has been done, it can be concluded that 1) learning outcomes of the students taught using the inquiry method were higher than those taught using conventional method, 2) there was an influence of interaction between the inquiry method and the level of curiosity on students' learning outcomes, 3) learning outcomes of students with high curiosity level treated by inquiry method were higher than students with high curiosity levels given conventional method, and 4) learning outcomes of students with low curiosity levels were higher than students with low curiosity levels given a conventional method on SKI subject taught in class VIII at MTs Jamiyatul Aulad Palabuhanratu, Sukabumi Regency. To enrich further research, it is suggested to other researchers who will conduct similar research to develop this research by using different variables, with different research subjects and statistical analysis.

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