

Causes of Elementary School Children Having Low Affectivity

Delfiyan Widiyanto^{a,*}, Farikah^b, Triantonoc^c, Ipung Hanantod^d, Jendriadie^e, Umi Umi Rachmawati^b,
Linda Eka Pradita^b, & Annisa Istiqomah^f

^aS-1 Pendidikan Bahasa dan Sastra Indonesia, Universitas Tidar, Indonesia

^bS-1 Pendidikan Bahasa Inggris, Universitas Tidar, Indonesia

^cS-1 Ilmu Hukum, Universitas Tidar, Indonesia

^dS-1 Pendidikan IPA, Universitas Tidar, Indonesia

^eS-2 Pendidikan Bahasa Indonesia, Universitas Tidar, Indonesia

^fS-1 Pendidikan Pancasila dan Kewarganegaraan, Universitas Negeri Yogyakarta, Indonesia

Abstract

The behavior of elementary school students is caused by students' low affective competence. Problems related to elementary school students that occur in the city of Magelang include various deviations in students' attitudes, namely being difficult to manage in class and at school, bad words, and behavior against teachers. This weak student behavior is due to the students' low affective competence. The presence of this research wants to explore more deeply regarding student deviation and the management of affective competence. Apart from that, researchers will explore in more depth the causes of students' low affective competence. The hope with this research is to improve the quality of education and educate a golden generation with character. This research uses qualitative ethnographic research to explore more deeply the affective competence of students and the causes of low affective competence. This type of research is descriptive with mixed research methods. Quantitative research methods are used to measure students' affective abilities using questionnaire data collection techniques, observation and documentation. Qualitative research methods were used to determine the causes of students' low affective abilities. Data collection techniques include observation, interviews or FGD, and documentation. This research was conducted at SD Negeri Wates 3 in Magelang City. The results of the research show that the overall affective abilities of students are very good, but there are low affective abilities in learning as many as 5 students, and the affective abilities of students in the school environment are 8 students. This low affective ability is caused by wrong parenting patterns from parents, excessive use of technology, and students' friendship environment.

Keywords: elementary school students, affective competence, learning at school

1. Introduction

In the 21st century, character education is an important context for overcoming the moral crisis that has hit Indonesia. Apart from that, Indonesia is also faced with developments in technology and information so that students need professional teachers. As time goes by, the 21st century competencies that students will face will also change (SMA Dwi Warna Boarding School: 2023). Where developments in this era will focus on the development of science and technology. It is important to know that the rapid development of science and technology will make challenges greater than in the past. Another issue apart from the ability and skills to master science and technology is a person's good character.

Character is an abstract manifestation of humans in the form of a person's behavior and habits. Character is first formed through a guidance process in the family. Apart from that, the environment and school also play a role in forming a person's character. According to Sholichah (2018), guidance given to children can also be done formally, such as at school, or informally, such as in society. In fact, Indonesia is in fourth place in terms of population in the world. The Indonesian nation is predicted to have a demographic bonus in 2045, namely having the largest number of people in productive age (15-64 years) in history. If the Indonesian people are in their productive age, if they can be utilized and managed well, they can become a valuable demographic bonus. In response to this, of course we need a superior generation who can raise the honor and dignity of the nation.

* Corresponding author.

E-mail address: delfiyanwidiyanto@untidar.ac.id

One effort to produce a superior generation is through character education. School is one solution in forming students with character. Therefore, the government made a policy through Republic of Indonesia Law No. 20 of 2003 which states the function of national education is to educate and shape the nation's character. 2045 is the target for the golden generation who are currently receiving education so they are expected to achieve success in that year. For this reason, efforts are needed to prepare a generation that can welcome a golden Indonesia. The golden generation is a group of people who are expected to become the next generation for their nation and country, so they must continue to be directed towards having good personal qualities, being productive and having character. In accordance with Ki Hajar Dewantara's thoughts that education is a process to develop children's character and mind (intellect). (Yusuf, 2016).

Education is a means for an individual to acquire various intelligences. The hope is that education can improve abilities in various fields, so that it can become a provision for life in the future. However, if this is not realized it will be a problem in the future. One of the weak aspects of student competence in the affective field can cause social problems in the school environment, society and national and state life. The current situation is that there are many incidents of child delinquency at an early age that are rife. Recently, news in the mass media showed brawls between students, killing each other, and anarchy. If problems like this are not addressed immediately, they can trigger conflicts and more complex national problems.

Every individual has traits and characteristics or innate characteristics and characteristics obtained from environmental influences. Congenital characteristics are hereditary characteristics that are possessed from birth, both regarding biological factors and social psychological factors. Characteristics related to the development of biological factors tend to be more fixed, while characteristics related to social psychology are more influenced by environmental factors (Sunarto: 1995).

The characteristics of children at elementary school age that teachers need to know, so that they know more about the situation of students, especially at the elementary school level. As a teacher, you must be able to apply teaching methods that suit your students' circumstances, so it is very important for an educator to know the characteristics of their students. Apart from the characteristics, you need to pay attention to the needs of students. As for the characteristics and needs of students, according to Nursidik (2011), "some of the characteristics of elementary school students include: (1) they like to play; (2) likes to move; (3) enjoy working in groups; and (4) enjoy feeling or doing or demonstrating something directly."

Weak individual character and personality are closely related to affective competence. Affective competence discusses students' abilities in the form of increasing responses, attitudes, appreciation, assessment, interest and internalization Chatib (2012). Having affective competence can have an impact on daily life both at school and in society. Based on observations and the results of initial interviews with the principal of SD Wates III conducted by the research team, it was found that there was juvenile delinquency, active learning that was difficult to control, and behavioral attitudes that were in a negative direction.

This is the initial data for deepening cases of weak student character which will be measured using student competency. Furthermore, after obtaining student competence, researchers will dig more deeply into the causes of elementary school student competence. It is hoped that this research can contribute to educators, parents and students. With the hope that the quality of education will be of higher quality and educating a golden generation with character can be realized.

2. Literature Review

2.1. Characteristics of Elementary School Children

At elementary school age, children have various stages of development. There are three domains of development at elementary school age, namely the affective, cognitive and psychomotor domains. In cognitive abilities, children enter the concrete operational stage. In Piaget's theory of cognitive development, during elementary school age, children enter the third stage of cognitive development. In concrete operational development, students are able to carry out logical reasoning from concrete things, children are able to classify concrete objects into different groups (Santrock, 2003: 50-51). During this period children learn many things and improve cognitively. Children's thinking has shifted from egocentric to objective thinking (Suparno, et, al, 2002: 56).

Psychosocial development experiences development throughout life. Psychosocial development has developmental phases in an individual's journey. Psychosocial development is influenced by the social environment within the

individual (Sunaryo, 2004). The social environment has a dominant impact on psychosocial development. Each individual has different uniqueness at elementary school age, in this phase they try to take responsibility and produce something (Semiu, 2010). Children have high self-confidence when they are able to be the same as their friends. A child not being able to complete a task like others affects students' self-confidence (Sunaryo, 2004: 51).

The moral development of elementary school age children is the basis for determining a child's behavior. Moral development in the form of a bad and sad past or physical violent behavior has an influence on children's behavior. Moral development is a concept of rules and values that form the basis of a person's attitude in interacting with other people (Santrock, 2003). Moral development in children is important because it influences children's behavior and attitudes. Moral development is synonymous with the ability to adapt in the form of attitudes or behavior from individual interactions with social norms or values. During elementary school age children, it is necessary to instill values and morals, so that children know and consider when doing something.

The motor development of elementary school aged children is influenced by the child's physical development. Physical development in children is influenced by the health and function of body organs (Mulyani & Gracina, 2007). Children who have good physical strength and stamina can enable children to carry out activities, so that their motor skills can develop ideally. Motor development takes the form of fine motor and gross motor skills (Hidayati, 2010: 61). This development can be observed easily, this can be seen directly through the senses and measuring body weight. Ideal physical development with an increase in body weight, height and other organ functions, it can be said that motor development can run well.

2.2. *Affective Competence*

Cognitive, affective and psychomotor competencies are students' basic abilities in developing other abilities, especially abilities in the 21st century. Affective competence is useful for training students' positive attitudes, being responsible and caring for everything around them (Nurbudiyani, 2013) and providing many positive impacts such as gratitude, and training students to adapt more quickly so as to help achieve learning goals (Purnomo & Waluyo, 2014). The affective domain is a domain related to attitudes and values. Changes in a person's attitude can be seen if they have a high level of cognitive mastery. For example, students who are good at developing cognitive skills will have a positive impact on the affective domain. Educators, especially teachers, do not only assess students from the cognitive domain, but the affective domain also needs to be considered. According to Haryati (2008), the affective domain can determine a person's learning success.

It is difficult for someone who has no interest in certain subjects to achieve optimal learning success. Basically affective is related to aspects of emotions, feelings, moods, attitudes, interests, motivation and values. In research conducted by Camras & Halberstadt (2017), emotional competence, especially that which is manifested in social interactions (namely, affective social competence) is an important contributor to children's optimal social and psychological functioning. One implication is that if teachers do not take the affective side of learning, it will make the cognitive aspect of the learning process more difficult because both affective and cognitive are part of students' personal development. In research conducted by Hardy (2022), it is stated that affective quality influences effectiveness in school learning.

In developing affective domain competencies, educators must understand the aspects that can be assessed in the affective domain. Aspects in the affective domain can be very important in successful learning and of course students can achieve optimal self-actualization. In line with the hierarchy of needs theory coined by Abraham Maslow or known as the hierarchy of needs. According to Desmita (2009), in this context the hierarchy in question is fulfilled based on main priorities. For example, the second level need is not yet a priority for fulfillment before the first priority need is fulfilled, and so on until the fifth priority. In psychological studies, needs receive important attention. According to Maslow, a person has tendencies to fulfill their needs so that their needs can be satisfied. But on the other hand, if a need has been fulfilled, it will be followed by other needs that demand satisfaction throughout the human life span.

Maslow, in his theory, states that there are five human needs, including physiological needs, security needs, love needs, self-esteem needs, and finally the need for self-actualization. The five needs are tiered, the most basic is physiological needs, at the second level there is the need for security, then at the third level there is the need for love, while at the fourth level there is the need for self-esteem, and at the top is the need for self-actualization.

According to Karthwohl & Anderson (2015), the affective domain is divided into five criteria, namely: 1) Acceptance is a person's sensitivity in receiving external stimuli that come to him in the form of problems, situations and other symptoms; 2) Response is the ability to respond openly to a symptom; 3) Assessing is giving an assessment or belief

to a symptom consistently; 4) Organization, namely bringing together different values so that new, universal values are formed; 5) Characteristics, namely carrying out synthesis and internalization of value systems in a manner that is quite harmonious and consistent. The main aim of developing the affective domain in the learning process is of course expected to increase interest and motivation to learn, and make it easier for educators to choose appropriate learning strategies based on evaluations carried out in the affective domain assessment. In order to achieve maximum results to improve competence in the affective domain, educators must prepare assessment instruments using appropriate methods.

According to Chatib (2014), there are indicators in affective assessment, namely: a) students' attitudes towards themselves in the learning process; b) the student's attitude in relation to the teacher during the learning process; c) students' attitudes in relationships with their friends in the learning process; d) students' attitudes in relation to their environment during the learning process; and e) student responses to learning material.

2.3. Learning at School

Learning in formal schools is a form of improving children's cognitive, affective and psychomotor skills. At elementary school age, children have a developmental phase and have different needs from other school levels. Learning in class or outside the classroom should be able to adapt to the development phase of elementary school children. Elementary school age children need learning with real objects, so that children can think logically, classify objects, form concepts, make connections and solve problems. Based on the opinion of Slavin (2011), there are four teacher implementations that can be carried out in the learning process, namely teachers must consider children's methods or thought processes, provide activities that involve student involvement, teachers must not demand that children think maturely, and teachers care about their respective cognitive development each student.

3. Research Method

This research uses mixed methods with a sequential explanatory strategy. A sequential explanatory strategy was applied with data collection and quantitative data analysis in the first stage followed by qualitative data collection and analysis in the second stage based on initial quantitative results (Creswell, 2016). The first stage of quantitative research was used to measure the affective abilities of elementary school students. The second stage of qualitative research was used to explore students with low affective abilities to find out the causes of low affective abilities. This research took a population of 65 students at SD Wates 3. Data collection techniques in the first stage used questionnaires, observation and documentation. Meanwhile, in the second stage of research, the research subjects were students with low affective abilities. Data collection techniques used interviews or FGDs, observation and documentation. The research chart show on Figure 1.

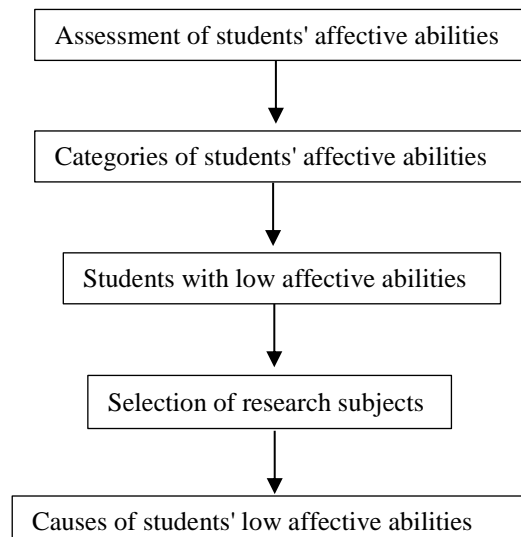


Figure 1. Research flow

4. Results and Discussions

In the first stage the research carried out an assessment of students' affective abilities. This research was conducted on 65 students at Wates 3 Elementary School, Magelang City. In this assessment, students' affective abilities are divided into two, namely students' affective abilities in learning and students' affective abilities in the school environment. Assessment of students' affective abilities in learning looks at students' affective abilities in the context of students' interest in learning, attitudes, self-concept, values and morals in the learning process.

4.1. Students' affective competence during learning

This ability measures the attitudes and behavior of teachers and students, students and students, and students and the learning process. The total number of questionnaire statements was 21, with four indicators, namely attitudes, interests, self-concept, values and morals. The results of assessing students' affective abilities in learning as show on Table 1.

Table 1. learning questionnaire results

Grades	attitude	interest	Self concept	value	moral
Very Good	35	28	11	62	53
Goog	24	21	22	3	12
Enough	6	15	27	0	0
Less	0	1	5	0	0
Very Less	0	0	0	0	0

Assessment of students' affective abilities in learning has been carried out on 65 elementary school students, the results of the questionnaire data collection are in the form of table 1. Based on table 1, the average distribution of students' affective abilities at school is classified as very good with an average score of 4.4. For students who have very good affective abilities, there are 46 students, including 19 students in the good affective ability category.

There are 5 components in assessing students' affective abilities in learning, namely attitude, motivation, self-concept, values and morals. The results of the assessment of students' affective abilities are based on table 1, showing good affective abilities of 19 students. However, if we look at the indicators, there are 35 students who have very good attitude indicators, 24 students have good attitude affective abilities, 6 students have sufficient attitude affective abilities. In the interest indicator, 28 students have very good interest, 21 students have good interest, 15 students have sufficient interest, and 1 student has poor interest. The self-concept indicator shows that 11 students are in the very good category, 22 are in the good category, 27 students are in the fair category, and 5 students are in the poor category. In competency scores there are 62 students in the very good category, 3 students in the good category. Meanwhile, in terms of moral competence, there are 53 students in the very good category and 12 students in the good category. In the assessment of affective ability, it can be seen from the indicators that the attitude indicator has an average value of 4.4, including the very good category, the interest indicator has an average value of 4.1, including the very good category, the self-concept indicator has an average value of 3.5 including good category, the value indicator has an average value of 4.9, including the very good category, and the moral indicator has an average value of 4.8, including the very good category.

The assessment of students' affective competence as seen from individuals shows that each indicator shows that there are 11 students who have very good affective competence in all indicators of affective ability. Then there are 20 who have very good varied affective abilities and are good at affective indicators. There were 29 students who had various affective competencies in the categories of very good, good and fair on affective indicators. There were 5 students who had various categories of very good, good, fair, and poor on affective indicators. In this assessment it was found that there were 4 elementary school students who had poor self-concept abilities. There is 1 child who has poor self-concept abilities and interests that are in the deficient category.

In an in-depth study of cases of children who had less competence in terms of interest and self-concept indicators, it was found that there were students' habits of interacting more with smartphones, not getting proper guidance at home, making the wrong friends, and behavior that tended to deviate at school. This is in line with Sunarto's (1995)

statement that characteristics related to social psychology are more influenced by environmental factors. Based on the findings from interviews and observations, the school has tried to improve students' affective feelings by providing religious habituation to students in the form of getting into the habit of reading Asmaul Husna and praying jam'ah. Apart from that, we have not found any classroom learning that uses an affective learning approach. One thing that can be developed is social interaction learning to increase affective competence, in accordance with Camras & Halberstadt (2017), emotional competence, especially that which is manifested in social interaction (i.e., affective social competence) is an important contributor to children's optimal social and psychological functioning.

4.2. Students' affective abilities in the school environment

Affective abilities in the school environment take the form of attitudes, behavior and interactions between the academic community in the school environment. Interaction in the school environment is between teachers and students, education staff and students, and between students. These students' affective abilities have the components of discipline, honesty, caring, self-confidence, politeness, and responsibility. Assessment of students' affective abilities in the school environment is carried out to measure children's interactions and behavior so that they can have good behavior. To assess students' affective abilities in the school environment as show on Table 2.

Table 2. Results of the affective abilities questionnaire in the school environment

Grades	Discipline	Honest	Caring	Confident	Polite	Responsible
Very Good	31	40	46	48	44	37
Goog	29	11	10	3	21	17
Enough	5	11	6	13	0	10
Less	0	3	3	1	0	1
Very Less	0	0	0	0	0	0

There are 6 components in assessing students' affective abilities in learning, namely discipline, honesty, caring, self-confidence, politeness and responsibility. The results of the assessment of students' affective abilities based on table 2 show that there are sufficient affective abilities in four components, namely discipline, honesty, caring, self-confidence and responsibility. Then there are affective abilities including the lack of 3 components, namely honesty, caring and self-confidence.

Assessment of students' affective abilities in learning has been carried out on 65 elementary school students, the results of the questionnaire data collection are in table 2. Based on table 2, the distribution of students on average has had affective abilities in the school environment which are classified as very good with an average score of 4.47. For students who have very good affective abilities, there are 52 students, including 13 students in the good affective ability category.

There are 6 components in assessing students' affective abilities in learning, namely discipline, honesty, caring, self-confidence, politeness and responsibility. The results of the assessment of students' affective abilities are based on table 2, showing good affective abilities of 13 students. However, if we look at the discipline indicators, there are 31 students who have very good abilities, 29 students have good attitude affective abilities, 5 students have sufficient attitude affective abilities. In the honesty indicator, there are 40 students who have very good honesty, 11 students who have good honesty, 11 students who have sufficient honesty, and 3 students who have less honesty. In the caring indicator, there are 46 students who care very well, 10 students who care well, 6 students who care enough, and 3 students who care less. In the self-confidence indicator, 48 students have very good self-confidence, 3 students have good self-confidence, 13 students have sufficient self-confidence, and 1 student has low self-confidence. In polite competence, there are 44 students in the very good category, 21 students in the good category. Meanwhile, in terms of responsibility competency, there are 37 students in the very good category and 17 students in the good category, then in the responsibility competency category, there are 10 students in the sufficient category, and 1 student is in the poor category.

In the assessment of affective ability, it can be seen from the indicators that the discipline indicator has an average value of 4.4, including the very good category, the honesty indicator has an average value of 4.3, including the very good category, the caring indicator has an average value of 4.5, including the category very good, the self-confidence indicator has an average value of 4.6, including the very good category, the politeness indicator has an average value

of 4.6, including the very good category, and the responsibility indicator has an average value of 4.3, including the very good category. .

The assessment of students' affective competence as seen from individuals shows that each indicator shows that there are 11 students who have very good affective competence in all indicators of affective ability. Then there are 20 who have very good varied affective abilities and are good at affective indicators. There were 29 students who had various affective competencies in the categories of very good, good and fair on affective indicators. There were 5 students who had various categories of very good, good, fair, and poor on affective indicators. In this assessment it was found that there were 4 elementary school students who had poor self-concept abilities. There is 1 child who has poor self-concept abilities and interests that are in the deficient category.

In an in-depth study of cases of children who had less competence in terms of interest and self-concept indicators, it was found that there were students' habits of interacting more with smartphones, not getting proper guidance at home, making the wrong friends, and behavior that tended to deviate at school. It is necessary to train students with a school culture or school environment that can create a responsible and caring attitude towards everything around them (Nurbudiyani, 2013). By having a school atmosphere and school culture to develop students' affective competence, it is hoped that they will be able to improve the quality of learning and the learning goals that can be achieved. Because affective competence influences effectiveness in learning at school (Purnomo & Waluyo, 2014).

5. Conclusion

The results of the research show that the overall affective abilities of students are very good, but there are low affective abilities in learning as many as 5 students, and as many as 8 students' affective abilities in the school environment. This low affective ability is caused by wrong parenting patterns, excessive use of technology, and students' friendship environment. The school has tried to develop students' affectivity by making it a habit to read Asmaul Husna, but it has not had a big impact. Schools have not yet developed a learning framework and school environment that supports affective learning.

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