



# Brain Based Learning in Civics Learning to Grow the Responsible Attitude of Elementary School Students

Linda Zakiah<sup>1\*</sup>, Adistyana Pitaloka Kusmawati<sup>2</sup>, Yufiarti<sup>3</sup>, Asep Supena<sup>4</sup> 

<sup>1,2,3,4</sup> Department of Primary Education, School of Postgraduate Studies, Universitas Negeri Jakarta, DKI Jakarta, Indonesia

## ARTICLE INFO

### Article history:

Received April 06, 2022

Revised April 09, 2022

Accepted July 30, 2022

Available online August 25, 2022

### Kata Kunci:

Brain Based Learning, Ppkn, Tanggung Jawab

### Keywords:

Brain Based Learning, Civic, Responsibility



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Pembelajaran PPKn sebagai Pendidikan yang membentuk sikap dan karakter belum sepenuhnya berhasil, karena dalam praksis pembelajaran masih banyak yang berorientasi pada kognitif, sehingga permasalahan dalam penelitian ini adalah fokus pembelajaran PPKN yang mengarah kepada aspek kognitif. Tujuan dari penelitian ini adalah untuk menganalisis keberhasilan dalam implementasi model pembelajaran yang digunakan oleh guru. Subjek dalam penelitian ini adalah para guru yang mengajar siswa sekolah dasar kelas rendah, khususnya kelas 3, lima orang tua siswa dan dua puluh lima orang siswa sekolah dasar. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif dengan menggunakan pendekatan deskriptif. Teknik pengumpulan data yang digunakan adalah dengan melakukan observasi pada partisipan, wawancara dan menggunakan kuesioner. Teknik analisis data yang digunakan adalah transkrip, reduksi pemberian label / pengkodean, dan triangulasi. Hasil penelitian menunjukkan skor rata-rata tanggung jawab siswa sebesar 82,20 atau sebanyak 88% siswa yang memiliki sikap tanggung jawab yang baik setelah siswa mempelajari materi Hak dan Kewajiban di Rumah. Hasil pengukuran ini mengindikasikan bahwa sikap tanggungjawab yang dimiliki oleh siswa salah satu faktornya adalah proses pembelajaran yang di alami oleh siswa ketika diterapkan dan digunakan model pembelajaran brain based learning.

## ABSTRACT

Civics learning as education that forms attitudes and character has not been fully successful, because in learning praxis there are still many cognitive-oriented, so the problem in this study is the focus of civics learning that leads to cognitive aspects. The purpose of this study was to analyze the success of implementing the learning model used by teachers. The subjects in this study were teachers who taught elementary school students of lower grades, especially grade 3, five parents of students and twenty-five elementary school students. The research method used in this study is qualitative using a descriptive approach. The data collection technique used is by observing the participants, interviewing and using a questionnaire. The data analysis techniques used were transcription, reduction in labelling/coding, and triangulation. The results showed that the average score of student responsibility was 82.20 or as many as 88% of students who had a good attitude toward responsibility after students studied the material on Rights and Responsibilities at Home. The results of this measurement indicate that the attitude of responsibility possessed by students is one of the factors in the learning process experienced by students when the brain-based learning model is applied and used.

## 1. INTRODUCTION

Civics learning (PPKn) can be said to be a subject that integrates the development of character and moral values in students. The moral character has at least three main components, the first of which is *moral knowledge*, the second is *moral feeling* and the third is *moral behavior* (Loland, 2002; Ndalamba et al., 2018). It can be explained that moral knowledge alone is not enough but must also be accompanied by moral feelings to be able to distinguish whether something to be done is moral behavior or not, which is then followed by moral behavior in the form of an action or moral application in everyday life (Legi, 2022; Nurchaili, 2010; Tofiqurrohman, 2019). Through PPKn, students are expected to be able to develop knowledge about capital, secondly moral feelings and thirdly about moral behavior with integrity (Agustina & Bidaya, 2019; Nuswantari, 2018; Tofiqurrohman, 2019). These three things are in line with

the learning objectives of Civics to develop knowledge, values and social attitudes, smart, responsible and participative. Civics learning is a multidisciplinary study. This is because the Pancasila and Citizenship Education subjects have a special emphasis on a person's character, the character of a student, attitudes and other potentials that are affective. In Civics learning, the teacher not only emphasizes attitudes specifically towards the cognitive aspects of the course, but the teacher also emphasizes the affective aspects of students (Tofiqurrohman, 2019; Widiastuti & Purnawijaya, 2019).

In connection with the necessity to choose the right learning model in Civics learning, the teacher not only achieves learning that is cognitive but also needs to emphasize affective aspects as well (Ariani & Wachidi, 2019; Benaziria, 2018; Santoso & Wuryandani, 2020). But teachers teach Civics more only to achieve cognitive aspects. This can be seen from the assessment which only looks at cognitive civics learning outcomes, while the affective learning outcomes that arise during the civics learning process are not carried out much (Putrawan, 2019; Yunita, 2013). To grow affective, it is necessary to disclose and claim that is affective through assessments or assessments that are authentic and integrated with the learning process. But the attitude of responsibility is not owned by students when inside or outside of school. Several problems occur, such as students throwing garbage carelessly. This can be seen when there are several areas in the school environment where there is some trash, even though the school environment has many trash bin locations that have been provided by the school (Arif, 2017; R. R. Dewi et al., 2021; Febriani & Ghozali, 2020). In addition, in terms of responsibility for assignments given by the teacher, students who are given assignments about Civics learning also sometimes don't do the assignments given, so this becomes an indicator that the student is not doing the assignments that have been given (D. A. Dewi et al., 2021; Nuroniyah, 2018; Salsabila, 2021).

To be able to foster an attitude of responsibility effectively in elementary school civics learning, a learning model is needed that can achieve cognitive, affective, and behavioural aspects at the same time (Nuswantari, 2018; Sholeh, 2019). The most important aspect of the learning process is accommodating changes in behavior in everyday life (Purwanti, 2017; Utomo, 2018). Various learning innovations by carrying out various alternative learning models that need to be able to stimulate very high thinking skills have emerged. There are learning models that can provide specific learning models and can be given to students, including *Brain-based learning* (Kumala et al., 2018; Rodiyana, 2015; Shaleha et al., 2019). This learning model has a positive impact on academics, achievement, attitudes, motivation and knowledge of students than teacher-centred learning. Brain-based learning has been considered one of the prominent topics in today's 21st century (Mulia et al., 2019; Riskiningtyas & Wangid, 2019). The brain is an extraordinary organ that can be harnessed, taught, stimulated, and grown. The structure and function of the brain can help develop learning process abilities in students. So to be aware of brain-based learning, teachers must know the conceptual understanding related to the structure and function of the brain (Rodiyana, 2015; Septikasari & Frasandy, 2018).

This is to previous research which states that brain-based learning is used as a tool to achieve effective learning goals (Riskiningtyas & Wangid, 2019). This assumption is based on the fact that the human brain is a very potential organ and every student can learn effectively if his brain is allowed to function optimally. Then, according to the results of the research that has been done, it states that learning character education has a very important role in shaping the character of the responsibilities given by the school (Sutarini et al., 2015). This is supported by previous research which states that the most important thing in character learning is curriculum learning so the curriculum design created by the school plays an important role in the formation of every character in the classroom (Muchtar & Suryani, 2019; Rantesalu, 2020). Based on the two relevant studies, the gap in this study is in character education learning, especially learning models and designs.

The *brain-based learning* model can be used and is even very appropriate to use in Civics learning because Civics learning presents many real-life problems, so according to the implementation of the brain-based learning model, it is recommended to use real problems so that meaningful learning can be realized (Dharma & Siregar, 2015; Komalasari & Saripudin, 2018; Mantiri, 2019). Civics learning which includes cognitive, affective, and psychomotor aspects in an integrated manner, especially emphasizing character building, is very suitable for using *brain-based learning*, one of the principles of which is meaningful. How PPKn learning is meaningful in forming the character or affective of students is a very interesting problem (Mahfud et al., 2019; Widodo & Al Muchtar, 2020). Mainly in forming the affection of early-grade elementary school students. This article mainly examines the effectiveness of using *brain-based learning* in forming an attitude of responsibility as part of affection through the material on Rights and Obligations at Home.

Based on the background above, the purpose of this research is to analyze the success of the *Brain-based learning* model used by teachers in the implementation process in the classroom. In this study, the use of *brain-based learning* that has been used in Pancasila and Citizenship Education lessons

can be used as a way to increase students' responsible attitudes at school, because this is one of the very important characteristics that students need to have. So that it is hoped that students will be able to have the character of responsibility after following this learning process.

## 2. METHOD

The research method used in carrying out this research is qualitative, with a descriptive approach. This descriptive approach is a learning method that can explain and have a special impact on facts, data and also objects in the research that has been carried out, so that the results of the research can be carried out systematically and by what is directly experienced by the researcher (Yuliani, 2018). The research procedure carried out was by making direct observations, and interviewing several students, teachers and also school principals who have direct policies in the process of character education. In-depth interviews were conducted with certain parties to obtain maximum data. The results in this study are not only tied to a condition that occurs but can also be made to be interpreted directly by researchers in the form of data and also facts obtained directly from the field.

The data collection technique used was a class observation on how to apply this model in Civics learning, interviewing parents of students and how students carried out their responsibilities at home and filling out questionnaires for students to produce quantitative data describing the attitude of responsibility possessed by students. The data collection instruments used were questionnaires for students and interviews with students' parents. In general, there are four data collection techniques used in this study, namely class observation, in-depth interviews, documentation studies, and triangulation which is supplemented with quantitative data from questionnaires. The data analysis technique used is by transcribing the data obtained from interviews, then the data is reduced and given a label or coding. After that, to be able to increase its reliability, triangulation was carried out on the data that had been obtained

## 3. RESULT AND DISCUSSION

### Result

Civics learning with rights and obligations at home in grade III elementary schools does not only have cognitive aspects but also affective aspects. Therefore, both can be achieved properly, the teacher must be able to choose the right learning model. The learning model in the learning process is oriented towards aspects of affection or the formation of student character by using the Brain-Based Learning model. Based on observations of teachers when carrying out Civic Education learning using the brain-based learning model, it can be seen that the teacher has been able to apply it according to the steps of brain-based learning. The steps for brain-based learning consist of several ways, the first is pre-exposure, at this stage the teacher conditions the student's brain to relax so that the student's brain can store memory properly. This stage also provided provision on the topic so that the mind's perception of the topic can represent new information that students process and prepare their brains with interrelated topics. After the pre-exposure is complete, the second is preparation, at this stage, the teacher emphasizes the importance of forming direct or indirect neural connections. Therefore the teacher invites students to contextual learning and stimulates students to be able to think critically. The third step was initiation and acquisition, at this stage, it is said to create understanding. Then students were asked to carry out group discussions to work on assignments given by the teacher in Student Activity Sheets to solve problems related to everyday life. The fourth step was elaboration, this stage included a social learning system so the teacher goes around to be able to help students in group discussions so that learning can go well as expected. The fifth step was incubation and memory coding, at this stage entering the reflective learning system, students were heard classical Mozart songs to be able to maximize brain work. The sixth step was verification and checking beliefs, at this stage students can build their knowledge and the teacher verifies by asking what they have learned in a day.

After the teacher carried out the learning, the teacher conducted an interview about how to carry out strategies in learning *Brain-Based Learning*. The teacher's strategy in carrying out brain-based learning was to: 1) stimulate students' thinking skills, 2) bring a pleasant enough environment, and 3) create an active and meaningful atmosphere for students. 1) Stimulating students' thinking skills by displaying pictures that aim for students to correct the images displayed so that if there are mistakes students will complete them. This aims to form a simplification of student understanding. 2) Bringing a pleasant enough environment, the teacher creates a cheerful learning atmosphere by inserting humour into learning. 3) Creating an active and meaningful atmosphere for students, in the implementation of teacher learning to apply meaningful learning (meaningful learning). The teacher connected students' pre-existing knowledge in the form of problems that exist in everyday life then the students understand the

material through existing theories or concepts and then students were asked to build their understanding. Then, the teacher gave individual assignments according to the student's abilities and understanding as a form of learning continuity.

The results of the interviews with the five parents of students who received the highest scores in terms of responsibility toward obligations at home obtained the result that students at home were already self-conscious about helping their parents, such as washing dishes, watering plants, tidying up the house or helping their mother in the kitchen. This has become a habit for students so that they are fully aware and no longer need to be asked to help their parents. But some students help their parents at home because of the assignments at home. For example, some students get the task of watering the plants every day, some help their mothers with light things and so on. Some already have their awareness, but some still need to be reminded by their parents to keep them in place. Parents remind students to be responsible for their belongings because if they are needed they will be difficult to find and students will bear the risk. Their parents educated students to be able to accept the consequences of what has been done to become learning. So starting from here it will become a habit for students so that it will become a character. There are already students' responsibilities towards the obligation to study at home with their awareness because they already have a daily schedule and some are still under parental orders. Students study with self-awareness because they already have their schedule to study at home every day and also because they follow tutoring. Meanwhile, students who study under the orders of their parents generally learn because they are guided by their mothers.

After learning PPKn about obligations at home, students were given a questionnaire and answer it according to what they have done with their obligations at home. The questionnaire consisting of 15 statements was given to students to find out how high the students' responsibility towards obligations at home. The obligations at home that they have done are limited to only three indicators, namely the obligation to serve their parents, the obligation to look after their belongings, and the obligation to study at home. Indicators of responsibility are limited to only three, namely self-control, discipline and preparing the best for the future. Data obtained from 25 students in answering the responsibility measurement questionnaire obtained data acquisition values ranging from 62 to 93 which, if averaged, obtain a result of 82.20 and enter the good criteria. The results of the acquisition of the results of the attitude of responsibility of students towards obligations at home from as many as 25 students there are 48% or 12 students who have *Very Good* criterion responsibilities towards obligations at home. As many as 40% or 10 students had good criterion responsibility for obligations at home. As many as 12% or 3 students had sufficient criterion responsibility for obligations at home. From the acquisition of data on the attitude of responsibility of students towards home obligations above 50% obtained a value above sufficient, namely 88% which had reached the criteria of *Good* as much as 40% and *Very Good* as much as 48% in implementing an attitude of responsibility towards obligations at home. The results of measuring the attitude of responsibility of students on average are 82.20 and this is included in the *Good* category, meaning that students generally have a good attitude of responsibility in carrying out obligations at home. It can be said that the brain-based learning model is suitable or appropriate in civics learning on *Rights and Obligations at Home* in achieving the affective aspect, namely, an attitude of responsibility.

## Discussion

Civics learning is carried out by teachers based on learning steps using a brain-based learning model including pre-exposure, preparation, initiation and acquisition, elaboration, incubation and incorporating memory, verification and examination of beliefs, celebration and integration (Rodiya, 2015; Shaleha et al., 2019). Teachers can apply brain-based learning steps properly. Learning begins and ends by centring on the work of the brain. Starting learning by conditioning the brain to relax and at the end of learning to condition students' emotions with a sense of comfort and fun. Learning that is adapted to the potential abilities of the student's brain will be able to capture the subject matter, and remain focused and active during the learning process (Haris, 2022; Kurdi, 2018). Then, the information received by students will be studied by the brain better and the memory stored in the brain will save for a much longer time. Based on research results, Civics learning only focuses on cognitive aspects, but the use of brain-based learning can improve communication and interaction between teachers and students in class (Kumala et al., 2018; Mulia et al., 2019). This showed that the character of responsibility can be formed through the learning process and learning methods. This is to research results which say that brain-based learning has been able to teach and improve good character and teachers have been able to teach this (Shaleha et al., 2019).

In the learning process in the class, teachers and students carried out several activities in class. The teacher used several media and methods that have made students able to think critically and have fun. This can be seen when students are not stressed and very happy during the learning process in the



classroom. So this is in accordance with what states that brain based learning has made students more comfortable in the learning process (Duman, 2010; Gülpinar, 2005). Based on previous research, the activities of teachers and students in the implementation of learning are in accordance with the characteristics of brain based learning, namely: 1) stimulating students' thinking skills, 2) bringing a pleasant enough environment, and 3) creating an active and meaningful atmosphere for students (Lestari, 2014). Meaningful learning carried out by the teacher is a learning situation in which the ability of the student's brain makes connections or relationships between students' pre-existing knowledge in the form of problems that exist in everyday life so that students can build their own understanding. This fits with researchers who theorize that the human brain is constantly searching for meaning and searching for patterns and connections.

The application or implementation of students' responsible attitudes towards obligations at home is not only a factor in the learning process at school but also a factor from the environment at home, including how parents can educate or instil habits in students so that these habits become a character of a responsible attitude tanggungjawab (Dwi Rita Nova & Widiastuti, 2019; Tanto et al., 2019). Even though initially students do it because of an order or rule, over time this will become a behavior that students are not aware of and become a permanent attitude (Kuning, 2018; Purwanti, 2017). This is proven by the results of the data obtained in measuring students' responsible attitudes towards obligations at home, the results are 48% of students have very good criteria and 40% have good criteria, while only 12% of students have a responsible attitude with sufficient criteria. The most important aspect of the learning process is how learning can accommodate changes in behavior in everyday life (Bashori, 2017; Legi, 2022). PPKn material related to *Obligations at Home* is one of the materials that is expected to become lifelong learning for students because it is not only the cognitive aspects that are the learning objectives but also the affective and psychomotor aspects, in this case, is a student's responsible behavior.

The implication of this research is to be able to assist teachers in cultivating responsibility as part of the results that have been grown in Civics learning. Even though, some things become limitations or limitations encountered in carrying out the research process. The first is the Hawthron effect, in which the participants under study understand and realize that they are being studied. The second limitation is the small number of respondents or participants who have been studied, so the results obtained cannot be generalized. The three times the research was carried out were very limited, therefore it is necessary to be able to do further research. Based on several limitations or limitations in this study, then the recommendation for the next researcher is expected to be able to increase the number of respondents involved in the research. This can be done by adding two or three schools as research locations so that there are maximum comparisons in the research process. Second, researchers also need to be able to carry out the disguise process, because with the disguise process they can obtain maximum data.

#### 4. CONCLUSION

Brain-based learning methods in the learning process allow teachers to provide a certain stimulus to students by providing several methods so that the results can be remembered continuously by students. Circumstances like this cause students to continue to learn and always keep in mind the learning process in terms of character formation, especially the character of responsibility. Learning can take place effectively when teachers can optimize the potential of students' brains. Learning model brain-based learning is a model based on the structure and function of the human brain. The brain-based learning model is relevant brain-based learning based on the natural functions of the brain, where students can learn significantly by the brain preparing students to store, process and retrieve information in a fun way.

#### 5. REFERENCES

- Agustina, L., & Bidaya, Z. (2019). Integrasi Nilai-Nilai Pendidikan Multikultural Dalam Proses Pembelajaran PPKN Di SMP Negeri 3 Lingsar Lombok Barat. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 6(2), 54. <https://doi.org/10.31764/civicus.v6i2.674>.
- Ariani, P., & Wachidi, W. (2019). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Keaktifan Dan Prestasi Belajar Ppkn Siswa Kelas Vii Smp N 8 Rejang Lebong. *Jurnal Ilmiah Teknologi Pendidikan*, 8(1), 78-87. <https://doi.org/10.33369/diadi.v8i1.7229>.
- Arif, R. M. (2017). Implementasi Pendidikan Karakter dalam Pembelajaran Sains. *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 2(1), 53-63. <https://doi.org/10.33654/sti.v2i1.385>.
- Bashori, K. (2017). Menyemai Perilaku Prososial di Sekolah. *Sukma: Jurnal Pendidikan*, 1(1), 57-92. <https://doi.org/10.32533/01103.2017>.

- Benaziria, B. (2018). Pengembangan Literasi Digital pada Warga Negara Muda dalam Pembelajaran PPKn melalui Model VCT. *Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 10(1), 11–20. <https://doi.org/https://doi.org/10.24114/jupiis.v10i1.8331>.
- Dewi, D. A., Hamid, S. I., Kamila, J. T., Putri, S. B., & Haliza, V. N. (2021). Penanaman Karakter Smart Young And Good Citizen untuk Anak Usia Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5234–5240. <https://doi.org/10.31004/basicedu.v5i6.1614>.
- Dewi, R. R., Suresman, E., & Suabuana, C. (2021). Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter di Persekolahan. *ASANKA: Journal of Social Science And Education*, 2(1), 71–84. <https://doi.org/10.21154/asanka.v2i1.2465>.
- Dharma, S., & Siregar, R. (2015). Internalisasi Karakter melalui Model Project Citizen pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 6(2). <https://doi.org/10.24114/jupiis.v6i2.2293>.
- Duman, B. (2010). The Effects of Brain-Based Learning on the Academic Achievement of Students with Different Learning Styles. *Educational Sciences: Theory and Practice*, 10(4), 2077–2103. <https://eric.ed.gov/?id=EJ919873>.
- Dwi Rita Nova, D., & Widiastuti, N. (2019). Pembentukan Karakter Mandiri Anak Melalui Kegiatan Naik Transportasi Umum. *Comm-Edu (Community Education Journal)*, 2(2), 113. <https://doi.org/10.22460/comm-edu.v2i2.2515>.
- Febriani, F., & Ghozali, M. I. Al. (2020). Peningkatan sikap tanggung jawab dan prestasi belajar melalui model pembelajaran kolaboratif tipe cycle 7E. *Premiere Educandum Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(2), 175–186. <https://doi.org/10.25273/pe.v10i2.6335>.
- Gülpinar, M. A. (2005). The Principles of Brain-Based Learning and Constructivist Models in Education. *Educational Sciences: Theory & Practice*, 5(2). <https://www.academia.edu/download/8837227/48.pdf>.
- Haris, A. (2022). Proses Kognitif Dalam Desain Pembelajaran Berbasis Masalah. *Jurnal Ilmu Sosial Dan Pendidikan*, 6(1), 2413–2421. <https://doi.org/10.36312/jisip.v6i1.2820>.
- Komalasari, K., & Saripudin, D. (2018). The Influence of Living Values Education-Based Civic Education Textbook on Student's Character Formation. *International Journal of Instruction*, 11(1), 395–410. <https://doi.org/10.12973/iji.2018.11127a>.
- Kumala, F. N., Firdayani, K., & Hudha, M. N. (2018). Keterampilan Berpikir Kritis IPA Siswa SD : Brain Based Learning ( BBL ) dan Problem Based Learning ( PBL ). *Jurnal Inspirasi Pendidikan*, 8(2), 53–59. <https://doi.org/10.21067/jip.v8i2.2641>.
- Kuning, D. S. (2018). Character Education for Indonesia in Globalization Era. *Edukasi Lingua Sastra*, 16(1), 118–126. <https://doi.org/10.47637/elsa.v16i1.83>.
- Kurdi, M. S. (2018). Evaluasi Implementasi Desain Pendidikan Karakter Berbasis Pendekatan Humanistik. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 4, 125–138. <https://doi.org/10.32332/elementary.v4i2.1243>.
- Legi, H. (2022). *Moral, Karakter dan Disiplin dalam Pendidikan Agama Kristen*. EDU PUBLISHER.
- Lestari, K. E. (2014). Implementasi Brain-Based Learning untuk meningkatkan kemampuan koneksi dan kemampuan berpikir kritis serta motivasi belajar siswa SMP. *Judika (Jurnal Pendidikan UNSIKA)*, 2(1). <https://doi.org/10.35706/judika.v2i1.120>.
- Loland, S. (2002). Technology in sport: Three ideal-typical views and their implications. *European Journal of Sport Science*, 2(1), 1–11. <https://doi.org/10.1080/17461390200072105>.
- Mahfud, C., Prasetyawati, N., Agustin, D. S. ., Suarmini, N. W., & Hendrajati, E. (2019). The Urgency of Civic Education and Religious Character Education for Early Childhood in Indonesia. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 5(1), 97–106. <https://doi.org/10.32332/elementary.v5i1.1496>.
- Mantiri, J. (2019). Peran Pendidikan Dalam Menciptakan Sumber Daya Manusia Berkualitas Di Provinsi Sulawesi Utara. *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan*, 3(1), 20. <https://doi.org/10.36412/ce.v3i1.904>.
- Muchtar, D., & Suryani, A. (2019). Pendidikan Karakter Menurut Kemendikbud. *Edumaspul: Jurnal Pendidikan*, 3(2), 50–57. <https://doi.org/10.33487/edumaspul.v3i2.142>.
- Mulia, M. W., Usodo, B., & Kusmayadi, T. A. (2019). Quadrilateral Learning Based on Brain Potencies of 7th Grade in Karanganyar Regency, Indonesia. *International Journal of Educational Research Review*, 4(4), 652–659. <https://doi.org/10.24331/ijere.628478>.
- Ndalamba, K. K., Caldwell, C., & Anderson, V. (2018). Leadership vision as a moral duty. *Journal of Management Development*, 37(3), 309–319. <https://doi.org/10.1108/JMD-08-2017-0262>.
- Nurchaili. (2010). Membentuk Karakter Siswa Melalui Keteladanan Guru. *Jurnal Pendidikan Dan Kebudayaan*, 16(9), 233. <https://doi.org/10.24832/jpnk.v16i9.515>.
- Nuroniayah, S. (2018). Pengembangan instrumen pengukuran sikap tanggung jawab siswa madrasah

- alياهو. Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan, 6(2), 134. <https://doi.org/10.30738/wd.v6i2.3392>.
- Nuswantari, N. (2018). Model pembelajaran nilai-nilai toleransi untuk anak sekolah dasar. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 8(1). <https://doi.org/10.25273/pe.v8i1.2255>.
- Purwanti, D. (2017). Pendidikan Karakter Peduli Lingkungan Dan Implementasinya. *Dwija Cendekia: Jurnal Riset Pedagogik*, 1(2). <https://doi.org/10.20961/jdc.v1i2.17622>.
- Putrawan, N. E. (2019). Peningkatan Hasil Belajar Kognitif PPKn Siswa SMP Melalui Model Pembelajaran Kooperatif Tipe STAD. *Jurnal Ilmiah Ilmu Sosial*, 5(1), 13–22. <https://doi.org/10.23887/jiis.v5i1.18776>.
- Rantesalu, S. B. (2020). Pemberlakuan Kurikulum Berbasis Nilai dan Karakter dalam Pembelajaran Pendidikan Agama Kristen terhadap Kecerdasan Spiritual Siswa SMA Negeri di Tana Toraja. *BIA' : Jurnal Teologi Dan Pendidikan Kristen Kontekstual*, 3(2), 214–229. <https://doi.org/10.34307/b.v3i2.152>.
- Riskiningtyas, L., & Wangid, M. N. (2019). Students' self-efficacy of mathematics through brain based learning. *Journal of Physics: Conference Series*, 1157(4), 042067. <https://doi.org/10.1088/1742-6596/1157/4/042067>.
- Rodiyana, R. (2015). Pengaruh Penerapan Strategi Pembelajaran Inkuiri Terhadap Kemampuan Berpikir Kritis dan Kreatif Siswa SD. *Jurnal Cakrawala Pendas*, 1(1), 55–64. <https://core.ac.uk/download/pdf/228882776.pdf>.
- Salsabila, J. dan N. (2021). Studi Tentang Sikap Tanggung Jawab Anak Usia 5-6 Tahun di TK Fajar Cemerlang Sei Mencirim. *Jurnal Golden Age*, 5(1), 111–118. <https://doi.org/10.29408/goldenage.v5i01.3334>.
- Santoso, R., & Wuryandani, W. (2020). Pengembangan Bahan Ajar PPKn Berbasis Kearifan Lokal Guna Meningkatkan Ketahanan Budaya Melalui Pemahaman Konsep Keberagaman. *Jurnal Ketahanan Nasional*, 26(2), 229. <https://doi.org/10.22146/jkn.56926>.
- Septikasari, R., & Frasandy, R. (2018). Keterampilan 4C Abad 21 Dalam Pembelajaran Pendidikan Dasar. *Jurnal Tarbiyah Al Awlad, VIII*, 107–117. <https://doi.org/10.15548/alawlad.v8i2.1597>.
- Shaleha, P. R., Kumala, F. N., & Denna, D. (2019). Keterampilan Berpikir Kritis: Model Brain-Based Learning Dan Model Whole Brain Teaching. *Jurnal Bidang Pendidikan Dasar*, 3(2), 9–14. <https://doi.org/10.21067/jbpd.v3i2.3356>.
- Sholeh, M. (2019). Pengembangan Media Pop-Up Book Berbasis Budaya Lokal Keberagaman Budaya Bangsa Siswa Kelas IV Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 4(1), 138–150. <https://doi.org/10.22437/gentala.v4i1.6979>.
- Sutarini, Y. C. N., Priyoyuwono, P., & Armstrong, T. (2015). Penanaman Nilai Karakter Tanggung Jawab Dan Kerja Sama Terintegrasi Dalam Perkuliahan Ilmu Pendidikan. *Jurnal Pendidikan Karakter*, 4(2), 213–224. <https://doi.org/https://doi.org/10.21831/jpk.v0i2.2797>.
- Tanto, O. D., Hapidin, H., & Supena, A. (2019). Penanaman Karakter Anak Usia Dini dalam Kesenian Tradisional Tatah Sungging. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(2), 337. <https://doi.org/10.31004/obsesi.v3i2.192>.
- Tofiqurrohman, H. (2019). Pendidikan Multikultural dan Relevansinya dengan Pendidikan Agama Islam Hanif. *Kependidikan*, 7(2), 179–191. <https://doi.org/https://doi.org/10.24090/jk.v7i2.3080>.
- Utomo, E. P. (2018). Internalisasi Nilai Karakter Nasionalis dalam Pembelajaran IPS Untuk Membangun Jati Diri Ke-Indonesia-an. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 14(2), 95–102. <https://doi.org/10.21831/socia.v14i2.18626>.
- Widiastuti, N. L. G. K., & Purnawijaya, I. P. E. (2019). Penerapan Pembelajaran Tematik Berbasis Kearifan Lokal Untuk Meningkatkan Hasil dan Kebermaknaan Belajar. *Seminar Nasional INOBALI 2019 Inovasi Baru Dalam Penelitian Sains, Teknologi Dan Humaniora*, 3(24), 1103–1110. <https://eproceeding.undwi.ac.id/index.php/inobali/article/view/90>.
- Widodo, B., & Al Muchtar, S. (2020). *The Optimization of Civic Education in Building the Harmony of Religious Life Through Religious Humanism Approach*. 418(Acec 2019), 57–61. <https://doi.org/10.2991/assehr.k.200320.011>.
- Yuliani, W. (2018). Metode Penelitian Deskriptif Kualitatif dalam Perspektif Bimbingan dan Konseling. *Quanta*, 2(2). <https://doi.org/10.22460/q.v1i1p1-10.497>.
- Yunita, S. (2013). Pengaruh Strategi Pembelajaran dan Kepribadian Terhadap Hasil Belajar Kognitif dan Afektif Pendidikan Kewarganegaraan Mahasiswa Jurusan PPKn Fis Unimed. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 5(1). <https://doi.org/10.24114/jupiis.v5i1.530>.