



AL-KHAIRIYHAN'S HISTORY AS A MATERIAL OF SOCIAL STUDIES LEARNING TO IMPROVE THE UNDERSTANDING ABOUT LOCAL VALUES

(A STUDY AT MTs AL-KHAIRIYAH CITANGKIL CILEGON)

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Abstract : This research is based on concern about the transformation of *Pesantren* in Cilegon region, which has a long historical span, namely Al-Khairiyah Islamic boarding school established by KH. Sjam'un as a cleric and military figure who had a lot of struggle in Banten. The study is very important to be revealed through a local history approach that is rich in resources and information. Reminded that in 1974 there was an expansion of PT. Krakatau Steel, then the displacement of the *Pesantren* took place in a new place, resulting in several significant changes, both from the social, economic and cultural culture of the community that had been built a long time ago. Even though Al-Khairiyah *Pesantren* tried to maintain the tradition of *Pesantren* in entirety and consistently in its aim of fostering a reliable generation to be prepared to fill independence. For this reason, it is necessary to approach relevant sources for more in-depth study, to reveal an event in the past. Al-Khairiyah history as a source of historical material in social studies learning is full of character values in MTs Al-Khairiyah Citangkil Cilegon. The study aims to find out the history of Al-Khairiyahan as a source of social studies learning the material in improving understanding of local values. Data collection was purposive sampling and snowball, carried out through interviews, observation, and documentation studies. In the work process, the data were analyzed using the Miles and Huberman model through the stages of data collection, data reduction, data display, and drawing conclusions about realities in the field that are natural and actual described comprehensively and objectively comprehensively. The results obtained in the history of Al-Khairiyahan in social studies at MTs al-Khairiyah, students are more aware of the material of their local historical values. In this case, the material of Al-Khairiyah is the Al-Khairiyah *pesantren* which has a long history since its founding in 1925-present. Historical learning is designed in the development of syllabi and Lesson Plan (RPP) by social studies teachers with the approach and model of social studies learning based on the local material.

Keywords : history learning, Al-Khairiyah history learning, local values

I. INTRODUCTION

Social studies learning is not only about fact information or recognition concept to be used as students' knowledge. Social studies learning seeks to develop students' ability to think critically and logically about various social phenomena so that they are capable in social life. At the level of learning, of course, the content of socio-cultural values cannot be ignored so that students develop their personal identity. Ready to live in the community and ready to be



a good citizen. Social studies learning based on local cultural values is believed to contribute to the formation of a strong identity.

Basically, the value in social science needs to be developed more deeply so that it can solve the problems being faced by the nation, this is as written by Soemantri (1988: 25) saying that why value education needs to be studied in social studies? Because there are role models of values, morals, and norms in human beings and life will greatly determine the totality of the individual or human identity, social environment and individual life. Therefore, value education that leads to moral formation in accordance with the norms of truth becomes essential for the development of a whole person in its social context. This is since the affective world that exists in every human being must always be fostered in a sustainable, directed, and manner planned with respect to its contextual nature.

In the meantime, the need to inculcate social values, a localized culture in the younger generation whose function is as a foundation in dealing with changing times, as Lubis (2011: 8) writes that value education is essentially a commitment to what steps what should be done by an educator to direct the young generation to understanding and internalizing the values and virtues that will shape him into a good human being. In line with Sahlan (2012: 16) that through value education, the younger generation will be guided to voluntarily bind themselves to norms or values. This is where the role of religion, community norms, culture and customs are in line with the values of national identity above which must be put forward. Therefore, the whole of positive religious teachings, morals and norms can be used as the root of character education.

Basically, the development of character values must be able to be sustained by high public awareness to be able to filter out the negative impacts of such significant changes, both changes slowly or drastically, as Mahmud (2012: 39) writes that character development in a the education system is the relationship between the components of character that contain behavioral values, which can be done or act in stages and are interconnected between knowledge of values behavior with strong attitudes or emotions to implement it, both to God Almighty, himself, fellow, environment, nation and country and the international world.

In line with what was written by Budimansyah (2013: 115-118) states that because character coherently radiates from the results of thought, processing of the heart, the process of feeling and intention, and sports that contain values. Ability of moral capacity and determination in facing difficulties and challenges. The process of forming the nation's character begins with the determination of a personal character who is equally expected to accumulate into the character of society and ultimately become the character of the nation.

This local-based history of learning is expected to be able to generate local potential that has been marginalized and eliminated from public attention. This is an actual issue that gets widespread public attention, so they are called upon to participate in the process of extracting and developing local excellence. This is in line with Asmani (2012: 9-10) stating that in implementing local advantages it can be integrated in non-formal subjects such as extracurricular or both. It is more effective if local excellence is integrated in subjects and included in extracurricular activities so that the results are maximized.

Based on that fact, the researchers are interested in examining the values of Al-Khairiyahan's detention in MTs Al-Khairiyah Cilegon, so that it can be used as a



development of historical learning material, this is considered important: first al-Khairiyah was a boarding school founded in 1916 which is very influential in the development of Islam in Banten. These two materials of Al-Khairiyah's have not been used as a source of lessons in history. Third, there is a great need for an understanding of the history of al-Khairiyah as a model of education value in Social Sciences, especially in historical material. Fourth, the place used as a research study is a location that can be explored about learning information of local history about the al-Khairiyah's.

II. THEORY OF STUDY

2.1 History Learning

In a simpler context, learning history as part of the Social Sciences (*IPS*) educational activity system is a learning activity that refers to the arrangement and organization of the learning environment teaching and to encourage and foster students' motivation to learn and develop yourself. Both domains must always be in history learning. In line with what was written by Soedjatmoko (1983: 15) states that history learning that prioritizes facts, would need to receive significant attention because such historical learning will only cause boredom among students or students and in turn will cause reluctance to study history education.

In history learning there is a general purpose so that it can be meaningful to students, as written by Kamarga (2012: 70) that the goal of ideal history learning is to help students achieve the following abilities: (1) understanding the past in the present context, (2) arousing interest in the meaningful past, (3) helping to understand their identity, family, community and nation, (4) helping to understand roots cultural and interrelationships with various aspects of real life, (5) providing knowledge and understanding of the country and other national cultures in various parts of the world, (6) train in harmony and solve problems, (7) introduce scientific thinking patterns from historical scientists, and (8) prepare students for higher education.

To achieve this goal, of course, must be able to map historical learning in accordance with its context, so that it is in line with what is expected by the national education goals. As written by Johnson (2007: 65), contextual learning or Contextual Teaching and Learning (CTL) can be interpreted as a learning strategy that helps teachers associate the material taught by involving students in important activities with real life faced by students.

This is as suggested by Supriatna (2007: 11) that teachers in history learning can use a chronological structure while focusing on certain topics in depth and while developing critical issues and various perspectives as subjects, both from curriculum documents and textbooks and issues and perspectives derived from students. Through this approach, history learning can be thematic, problem solving, placing ordinary people as subjects in history who have in history not had a place conventional. Social issues that are more related to lower class people can be accommodated in history learning like this.

History learning also aims to enable students to learn understanding and attitudes towards the diversity of life experiences of society in the past to deal with life now and in the future. As written by Kochhar (2008: 54-55) that with learning



history can help train students to become skilled, intelligent citizens and useful. History learning trains students' mental abilities such as critical thinking and storing memories and imagination.

2.2 Local Values

Writing about a variety of local phenomena will clearly enrich the treasury of effective nation heterogeneity. One of the problems that arises is that some local communities have historical paths that are considered negative, or perhaps a conflict with other communities. How to respond to this phenomenon? Local history has a policy framework for addressing the past. Let each place have and describe history that is different from other localities.

For national historical interests, local history is not antagonistic, it will give a positive contribution, as conveyed by Taufik Abdullah (1992) as follows:

"... that local history with a non-involution approach, which only revolves around itself, gives more the possibility of pioneering new problems in national history. In this way not only is the vision of the process towards the realization of national awareness, as the main condition for the stability of national integration can be refreshed, but more importantly, the real dynamics of the process can be understood ". (Abdulah, 1992: 20)

Precisely so will the emergence of consciousness 'like pouring out hearts', that each locality has a different problem, so that together look for new, brighter paths. Every part of Indonesia has many historical and cultural differences. It is very naive if the made historical and cultural uniformity is through the national curriculum. The most differences that occur, as well as the contradictions that have been experienced between some regions, do not need to be highlighted, but also not to be covered up, by prioritizing the differentiation in nature towards accommodation.

In line with Widja (2000: 7-8) that history is a study that seeks to get an understanding of everything that has been experienced (including those spoken, thought and carried out) by humans in the past whose evidence can still be traced / discovered in the present. To add clarity to the above definition, various aspects of the formula need to be reviewed further. For example, it should be noted that not all events past can be disclosed. Then historical studies should only be in parts of the event whose evidence can still be found or can still be reconstructed and which have significance for the event to be reconstructed. Therefore, if it is said that history is a past study, then the understanding of past events here should be interpreted as "past that can still be saved". Based on this way of thinking, it can be said further that study is historical not a past study in its true meaning, but rather a study of traces of the present from past events. Therefore, events that have no traces (no leave trace), are practically considered non-existent.

Considering the importance of understanding historical material and the values contained in it, it is necessary to apply history learning oriented to local values. This is because the understanding of historical values critically occupies a strategic position as an educational material to form an ideal citizen. As written by Supriatna (2008: 134-135) that the application of learning historical value also needs to



emphasize the actual and relevant social problems that develop in the community in an area. Therefore, history learning in the process needs to link the developing values in society with the social problems that occurred in the past and the present that are developing in the area. This can help improve critical understanding of events, ideas, historical phenomena in accordance with historical thinking critical skills. According to Subakti (2010: 20: Online) that contextual learning can also improve students' social skills to solve social problems faced by society. One of the skills socials that need to be developed is social sensitivity in shaping empathy students 'towards the values that develop in the surrounding community. From this it can be stated, that the social environment is an important source in learning the historical value Historical sources are very important to provide a broader knowledge of both national historical sources and local history.

The experience gained by students in learning history will strengthen the memory of the history of their nation. As written by Wiriaatmadja (2002: 155-156) explains that in order to develop historical teaching to be more functional and integrated with various other scientific fields, there are various fields that should receive attention, namely: first, the material of history must be able to develop social skills inform of the integrity and identity of students, so that the character of students who have the attitude of nation hood, togetherness in differences, tolerance, empathy, and other positive attitudes that are valuable both for themselves, their society and their nation.

III. METHODS AND RESEARCH DESIGN

Research on "Al-Khairiyahan's History of Learning as an Social Science (IPS) Material in Improving the Understanding of Local Values (Study at MTs Al- Khairiyah Citangkil Cilegon)" uses a type of qualitative research. The reason for choosing a qualitative approach is because the research subject is social symptoms in the educational environment.

The research location is at MTs Al-Khairiyah Citangkil Cilegon, to develop the nationality values. The main reason for choosing MTs Al-Khairiyah Citangkil Cilegon as the object of research is because this school has implemented local values.

Data collection techniques in qualitative research are done in natural settings, primary data sources. Data collection techniques are more on participatory observation (participation observation), in-depth interviews (in-depth interviews) and documentation (Sugiyono, 2007: 309). Data collection techniques in the study location include:

- 1) Observations made first on all activities in MTs Al-Khairiyah Citangkil Cilegon which are the subject of research, which is carried out to principals, history teachers and students. Then after this overall observation obtained data, general the researcher will focus on observations on activities that are directly related to the research focus, namely the values locality in social studies learning on the historical material of Al-Khairiyahan. Then the observation data will be compared with the results of the study documentation.
- 2) Interviews are conducted to history teachers and students at MTs Al-Khairiyah Citangkil Cilegon, to find information about the implementation of the history of Al-



Khairiyahan's.

- 3) Documentation, in the form of official school and history teacher documentation in the form of school profiles, goals, vision and mission of MTs Al-Khairiyah Citangkil Cilegon, as well as plans for implementing history learning. Besides that, the study documentation needed by the writer in this study are writings on History Education, Social Sciences in the form of books, journals, articles. Writing about local values in the form of previous research or articles. Mass media in the form of online media. The results of the documentation and study literature were developed as research descriptions and interpreted and used for triangulation purposes.

The data that has been collected will be analyzed using techniques descriptive-qualitative data analysis. This analysis technique is carried out by following the steps of Miles and Huberman (1994: 56), namely: (1) data reduction, (2) data presentation, (3) interpretation.

IV. RESULTS AND DISCUSSIONS

4.1 Historical Material of Al-Khairiyahan as a Learning Resource for Social Studies

Based on the results of research at MTs Al-Khairiyah, the historical source of Al-Khairiyahan's owned by Al-Khairiyah Islamic Boarding School is important to teach. The material is made to be taught to students at the MTs level which aims to enable students to know the history of Al-Khairiyah's development from time to time. So that it can be expected to be of noble value, because it is the result of social studies learning on local historical elements that have advantages local. Al-Khairiyahan's material was created as a source of teaching material in the school.

As written by Asmani (2012: 41-42) states that the source of locality material is a form of knowledge, belief, understanding, and habit as a past cultural product that has local advantages so that it institutionalizes traditionally and becomes a living guide for the community. Local historical values are passed on from generation to generation which are internalized in every individual in society so that they have a personality that is in accordance with the norms and values that apply.

The reason of why Social Science (IPS) needs to develop aspects of attitudes, values and morals, there are three reasons, namely: (1) in each of the science three elements of there are, it can be said that there is no free discipline from all three. (2) relating to the position of education in the social sciences as a vehicle to attract the attention of the younger generation so that they want to learn social sciences must be able to attract the attention of students to want to learn social science further. (3) it is still related to the position of education in the social sciences as a vehicle for education to attract the task of developing students' personalities and in accordance with the demands of society. In line with Zevin (2007: 5) that social studies, such as history, citizenship, social action, and personal development will support and provide social knowledge to a different feeling to provide life development and directed its activities development in the classroom through a process learning.

In line with Hasan's (1996: 144-145) statement, social studies education is not possible and must not detach itself from the obligation to develop affective aspects.



Affective is a goal that deals with aspects attitudes, values and moral. Attitude is a person's psychological tendency towards things, the nature of circumstances, work, and opinions and so on. Value is something that becomes the criterion of whether an action, opinion or work result is good / negative. Being moral is the criteria that form the basis for determining whether the act opinion, or a work is good or not good, should be done or not done, considered damaging or not for the community or nation.

Accordance with the results of research, there are various values that can be used as a source learning in social studies learning for students in MTs Al-Khairiyah which is reflected in the history of Al-Khairiyahan's. Regarding learning social studies based on local historical values, especially on historical material that has the task to instill noble values in students so that they can have social skills in dealing with various problems of life both in the lives of individuals themselves and in social life. Because by having noble values, they realize that human nature is a dignified social being. As written by Sardiman (2012: 3: Online) states that social studies learning (history) is required to at least be able to actualize two things, namely: (1) education and Intellectual learning, (2) national moral education and learning, civil society democratic and responsible to the future of the nation. The First thing that demands history learning does not only present knowledge factual, but is required to provide critical thinking training, able to draw conclusions, understand the meaning of a historical event according to and scientific norms. Questions about why and how, are important to be developed in the history learning process. Meanwhile, the second point refers to the history of learning which is oriented towards education humanitarian that considers noble values, norms, and aspects of other humanity.

4.2 Local Values in the Al-Khairiyahan's Historical Material

Based on the results of the study that history learning in social studies with Al-Khairiyahan's material, is full of local values. Where after learning the history of Al-Khairiyahan's, MTs students were able to understand their local history. Understanding of the values contained in history Al-Kairiyahan's is expected to be able to be a value that can be internalized in the lives of students, both values respecting their local history, and upholding the value of responsibility for their local existence.

As written by Jalaludin (2012: 4: Online) says that if value is the driving force of history, its actualization will be a continuous dynamic struggle. Humans, whatever culture surrounds them, remain agents for their own history. Therefore, leaps historical can still occur in Indonesia. Character education still has a place for the idealistic optimism of education in this country, especially because people are Indonesian rich in religious and cultural traditions. A similar thing was expressed by Fukuyama (1995: 34) which focuses on the cultural characteristics of a society that has superiority and global competition. In his book, Fukuyama believes that the excellence of a society and a country that survives in the 21st century is determined by high social capital factors, namely the Hight trust society. Countries that have high social capital are people who have a high sense of togetherness, mutual trust, and low conflict. Furthermore, it is said that this can be realized if each individual and



community group upholds mutual respect, togetherness, tolerance, honesty, and carrying out obligations.

In connection with the importance of the efforts of social studies teachers in this case IPS in the process of learning history of al-Khairiyahan's to instill the local values of history local, according to Emosda (2012: 6: Online) reveals that there are four (4) things important to note, namely: *First*, the content taught to students should be linked to the realities and practices that exist in the outer environment. Awareness of the gap between what is taught by practice, this can foster an attitude of honesty realistic that encourages efforts to find solutions. *Second*, the existence of an honest environment, starting from family, school, peers, to college. The curriculum and the contents of any sophisticated teaching will be less efficient if the atmosphere cannot be translated or created. It is very ironic if educators provide an example of dishonesty in carrying their out duties. *Third*, self-recognition, duties, functions and roles and the ability to act according to their duties, functions and dignity need to be the atmosphere of education. *Fourth*, the importance of strong willingness and will in the education process to familiarize students with the soft skills needed in the school environment.

Basically, social studies education strongly emphasizes the process of interaction and communication that can bring students to have local values in society positively. Instilling the attitude of having a sense of responsibility for the local material is very important, this is because they must be able to account for the locality. And in principle the value in social studies education is very supportive of every student's behavior. Locality values in the historical material of Al-Khairiyahan's as a source of localized learning can be internalized in every social study in learning process, so that students are able to have commitment to every decision they make.

As written by Hasan (1999: 60) states that the values in social studies education, especially learning history must be implemented, so that what is used as a learning goal, especially in the aspect of its affect can be fulfilled properly. Learning is not merely teaching about knowledge (cognitive), skills (psychomotor), but must also be considered attitudes (affective). This is very important, because every learning cannot be separated from the values of the national character that has a reference, design namely national character education.

Planting local values in the material of al-Khairiyah in social studies can solve social problems by using the value of responsibility as a source of norms and values of the nation's cultural character. This is a very important, because students in dealing with social life can dare to take the risk of life they live. However, education character in social studies is a system of cultivating character values to citizens school which includes a component of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, self, others, environment or nationality so that they become human beings with moral quality.

Therefore, students must realize that their lives today are due to the courageous services of the nation's heroes who have fought for independence. To provide awareness is not easy in the midst of culture developing today. With a national character that is worthy of locality is the quality of a unique national behavior



that is reflected both in the awareness, understanding, sense, intention and behavior of the nation and state as a result of thought, though the heart, the feeling and intention and the sport of a person or group of people. One nation, including the Indonesian nation, is not by itself or automatically brave and strong in character.

In the process of learning history of Al-Khairyahan's, students are expected to have a high curiosity so that the knowledge gained develops and increases. Social studies teachers must try to instill and foster curiosity of students, especially passive students and never ask questions. As according to Salirawati (2012: 219: Online) states that students' curiosity about the material taught by the teacher or learned by themselves can lead to far more knowledge than students who are silent and just waiting for the teacher's explanation. Characteristics of students who have a high curiosity are often asking questions to the teacher and to answer the teacher needs to use reasoning and logic, often linking the material being explained by the teacher with the phenomenon or something he encounters in daily life, enthusiastic in finding additional material from the material that the teacher has explained, questioning his own ideas / others.

4.3 Social Studies Learning Design on Historical Materials to Al-Khairyahan in Mts Al-Khairiyah Citangkil

The research findings regarding the importance of designing the history learning of Al- Khairyahan's in MTs Al-Khairiyah, the social studies teacher tried to make a design in accordance with the al-Khairiyahan's through developing the syllabus and designing lesson plan (*RPP*) well. So that in conveying material so that can understand it students. The teacher designs social studies lessons on the historical material of Al-Khairiyahan's by using various approaches, methods, media and teaching materials as expected. Development of learning conducted by social studies teachers at MTs Al-Khairiyah Citangkil Cilegon so that in implementing it can be in accordance with the goals of general and goals specific objectives of learning that have been designed through syllabus and lesson plan (*RPP*).

Development of the design of social studies learning design, about the nature, purpose, conception, model and theory of education and its implementation in the education and history learning of Al-Khairyahan's based on local values in MTs Al-Khairiyah Citangkil will succeed based in Al-Al on the formulated learning model history Endowments can strengthen the conception of social education theory as value-based character education as a source localized of local material.

Basically, the social studies curriculum is adapted to the goals set, as written by Somantri (2001: 44) that basically the notion and purpose of education in social studies must contain learning materials that are in line with the school's instructional objectives and national education goals. In it should contain material that allows students to think and practice critically, analytically and creatively and familiarize themselves in the process of social thinking and internalization processes that emphasize the process of science rational decision making based on simplified knowledge. This process also familiarizes students to clarify the value system, with Pancasila as a reference framework accompanied by faith and devotion to Allah SWT.



In relation to the nationality values that need to be developed strengthened by the younger generation, so that these values remain a pride, as written by Wiriadmadja (2002: 65) states that history learning activities are designed to provide learning experiences involving mental and physical processes through interaction between students, students with teachers, environment, and other learning resources in order to achieve competence. The learning experience is realized through a learning approach that is varied and student-centered.

According to Amril (2006: 81) stated that in the practice of social studies education in schools at least the implementation of the development of moral values was reflected in the design of learning in schools. The importance of this learning design considering teaching is an activity purposeful. Teaching design in this case in principle serves to direct activities learning can run effectively for both teachers and students. The basic problem is how the form of value education learning design can function "value clarification" as a value learning strategy in children where the value itself is quite problematic as described above. There are at least three elements that need to be considered in the implementation of value clarification which includes; 1) stimulus conditions or conditions dilemmatic factual. 2) learning behavior of students. 3) criteria for success of moral behavior.

V. CONCLUSION

The results of the study and discussion of the history of Al-Khairiyahan's as an IPS material in the maintenance of local values, the authors conclude as follows:

- 1) Al-Khairiyahan's historical material as a source of social studies learning is planned to teach students they are able to know and understand the history of Al-Khairiyah which has a history of all time.
- 2) Local values in the historical material of Al-Khairiyahan's, developed in MTs Al-Khairiyah, in order to understand the values of Al-Khairiyah still be developed and understood by every student in MTs Al-Khairiyah Citangkil Cilegon, well the value of respect or the value of responsibility for their local descent.
- 3) The design of the history of Al-Khairiyahan's in MTs Al-Khairiyah, designed by the social studies teacher with the development of syllabus and lesson plans carried out with approaches and learning models that apply to the curriculum in school.

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