



## Values Education in Teaching of Social Studies in Junior High School Indonesia

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### *Authors' contributions*

*This work was carried out in collaboration between both authors. Both authors design and carry out research. In conducting the research the two authors alike interviewed the respondents. Likewise when writing a report. Both authors read and approved the final manuscript.*

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### ABSTRACT

**Aims:** This study aims to describe the efforts of teachers in implementing values education in social studies learning

**Study Design:** This research was designed using a qualitative approach with a case study method.

**Place and Duration of Study:** The study was conducted in 2018 from November to April 2019, in Yogyakarta Indonesia.

**Methodology:** Subjects were 20 social studies teachers in Yogyakarta. Data collection techniques using interviews, observation, and documentation. Data validity is done by source triangulation. Data analysis using Creswell's analysis model.

**Results:** The results showed that; Values education in social studies learning is done by identifying values that are relevant to the material and learning strategies, incorporating them in learning tools, integrating learning activities, and through social studies learning assessments. The teacher identifies values by linking general learning achievements, school vision and mission, learning material, and learning methods. In the curriculum in Indonesia, several basic values are included in the learning outcomes. The inculcation of values in learning activities is carried out directly by linking the material with values, and indirectly by providing learning activities to students which also provide student learning experiences.

**Conclusion:** Values education in social studies learning starts from learning planning, learning implementation, and learning assessment. Values education in social studies learning is done indirectly.

*Keywords: Values education; education; social studies; qualitative research.*

## 1. INTRODUCTION

### 1.1 Moral Issues

Society in the XXI century faced an extraordinary challenge namely the degradation of values in people's lives. Advances in technology and information during the industrial revolution 4.0, have made the world one (Jima'ain, 2020), on the one hand to help improve the social economy [1] of humans in various aspects. On the other hand, the industrial revolution 4.0 has changed various aspects of human life [2], impacting increasing social problems such as crime, narcotics abuse, human trafficking, and the decline of human moral values. The industry 4.0 era was marked by an overall change with digitalization and automation of every part of the company, as well as the manufacturing process. In industry 4.0, the development of interstate companies increasingly intensive with high standards for research and development will accept the concept of Industry 4.0. This has forced all parties to become more competitive.[3]. In the 4.0 era, in the process of basic education had begun to utilize high technology, even this happened in developing countries like Indonesia [4].

The problem of moral degradation has become a serious problem in various countries. Some of the phenomena of juvenile delinquency such as student brawl, school boy gangs, violence by adolescents, criminality, declining child politeness in parents is increasingly becoming anxious together. The above phenomenon shows how we are facing a serious problem to the character of society. The negative behavior above becomes a common threat, and requires attention to be prevented or overcome. If negative behaviors are not successfully suppressed, unconsciously we have allowed the formation of negative characters. Family, school, and community are important keys in the formation of children's character. Instilling values in the family should be aligned with investing in school so that children do not become confused. Family resilience as a preventive effort against the emergence of adolescent deviations. In addition, the family can be the foundation of

education for adolescents in the process of building a teen's self-identity [5], will be more successful when there is cooperation in the process of children's education at school. To strengthen the character of students, intrinsic and extrinsic reinforcement needs [6]

One way that we need to take is to parse the root cause of the problem of the occurrence of negative behavior and the lack of optimal development of positive behavior. One of the causes of the various negative phenomena above is the ideological change in our society. Saifuddin (2010) said that the development of the nation's values is currently undergoing a change, from idealist ideology to materialist. This tendency is partly due to the swift flow of globalization which brings negative cultures so that it distorts the culture of the Indonesian people [7].The idealistic ideology of the Indonesian nation, Pancasila, which highly upholds social moral values and religious morals [8], began to be influenced by the view that enhanced the material as a measure.

The fading of values is not only influenced by global culture, but also degradation caused by various factors in a society. Some negative tendencies that become the habit of society become the cause of moral degradation. Mental corrupt, culture of shortcut, easily satisfied by the work, is another side of the decline in community values.

To solve the moral problems of adolescents, one of them is through education. Education is one of the most important lines in the values education process. The implementation of learning in schools is the spearhead of how to implement values education for the nation's children. One of the subjects that can be used as the frontline in value development is the Social Sciences Education/ Social Studies subject.

Social studies is a subject at the school level, developed in an integrated manner by taking essential concepts from the Social Sciences and the humanities. Social studies examines various life phenomena and social problems that are organized and presented scientifically-

pedagogically and psychologically, which have been simplified, selected, and adapted for the purpose of achieving educational goals. Through social studies subjects, students are directed to be democratic, responsible, and peaceful citizens of the world.

## 1.2 Educational Values

Value is something that is idealized or desirable so as to give birth to actions in a person [9]. Mulyana [10] defines values as references and beliefs in determining choices. Value is something that is idealized or desirable so as to give birth to actions in a person. According to Frankel values are the standards of behavior, beauty, justice, truth, and efficiency that bind human beings and deserve to be implemented and maintained. Relative values are the foundation for change and can be instilled through various sources such as family, community, religion, mass media, traditions, and relationships [11].

Value education is the process of giving values carried out by humans, can be institutions, organizations, or families [12]. Value education is the process of teaching and learning about ideal values according to the community [13]. Mulyana [14] defines value education as teaching or guidance for students to realize the truth, goodness, and beauty through a process of judging the right values and habit of consistent action. Value education is implemented to help students understand, realize, and experience values and be able to place them integrally in life. Value education is intended to apply the formation of values to children, produce attitudes that reflect desired values, and guide behavior consistent with these values. Value education emphasizes morality and character, [15] as a deliberate cultivation of piety and excellence. Value education emphasizes ethical rules and universal claims about fairness and reasoning and what is the right thing to do in certain moral situations.

The value and value education became one of the important studies in the science of education towards the end of the 20<sup>th</sup> century. Almost all educational activities actually aim to provide individuals with certain ideal values. Educational values are educational activities carried out to provide basic human values such as respect, responsibility, justice, honesty, solidarity, tolerance and peace. The main goal of value education is to increase the generation that is

able to contribute to creating a livable world [16]. Spranger in Mulyana [14] mentions various kinds of inner values, namely theoretical value, economic value, aesthetic value, social value, political value, and religious value. Theoretical value involves logical and rational consideration in thinking about and proving the truth of something. Economic value, associated with the balance of values that have profit and loss, which means giving priority to the use of something for humans. Aesthetic value, also called the value of beauty that is very dependent on the subjective person. Social value, accumulates at the highest value, namely love between humans. Political value, the level of value moves from low to high influence, or often referred to as the value of power. Religious value, are values that originate from the highest truth that comes from God.

Value education can be done with a variety of strategies. Various teaching and learning models are important in developing effective values education in schools. Tudball [15] notes that there are a number of strategies for value education. *First*, values can be the object of study, facilitating students to investigate different beliefs. This activity can be carried out through historical studies or social education, and various values and beliefs from time to time. This education is not indoctrinative, but it gives students the opportunity to reflect on and examine their own values.

The second strategy, is clarifying values. Value clarification activities are carried out by inquiry, giving students the opportunity to investigate problems in a sequence of steps including hypotheses, data collection, analysis, and drawing conclusions. Clarification of values can help students in matching the desired values with the context that occurs [17]. Third, complete situational analysis or real situation simulation. Teachers can avoid actual cases encouraging them to experience empathy and understanding or various points of view. This model can be done through case studies, problem based learning, simulation, or drama.

## 1.3 Values Education in Social Studies

Values education can be integrated with various subjects. Although the levels are different, all subjects can include value education. Social studies is one of the subjects based on the value education. Mayhood [18], explains "The Social Studies are compiled of those aspects of history, geography, and philosophy which in practice are

selected for instructional purposes in schools and colleges" Somantri [19] that the aim of social studies education at the school level is to emphasize the growth of citizenship, moral values, state ideology and religion, emphasize the content and methods of thinking of scientists, emphasize reflective inquiry. National Council for the Social Studies (NCSS) confirmed that Social Studies has the aim to facilitate students gain information and knowledge (knowledge and information), values and behavior (attitude and values), and the purpose of skills (skills): Social, work and study, work group, and intellectual skills [20].

Social studies education is value education, because social studies education not only has a mission to develop knowledge and skills, but also the development of values or attitudes. Values or concepts have close links with the content of social studies material, and the learning process of social studies.

Value education can be implemented through a variety of strategies. *First* Value education as the concentration of the study. This strategy was developed specifically in tertiary institutions which established value education majors. This model is not found in primary and secondary education. *Secondly*, value education can be a subject in schools, with names varying for example in Religion and Moral subjects. *Third*, at some tertiary institutions value education can be a field of study for rounders. Some Universities in the field of study of rounding are done by grouping subjects. Whereas what is commonly done in value education is *the fourth*, integration program. Value education can be integrated or integrated in subjects taught in schools. This means that in learning the field of study the teacher always incorporates value education in learning activities. *Fifth*, value education can be

applied in extracurricular programs such as scouting, student council, sports, arts, and so on. Value education can also be done by developing hidden curriculum. Hidden curriculum is a curriculum that develops naturally or is not planned specifically,

Social studies subject matter is very potential as one of the values education bases in elementary schools. This subject is closely related to the discussion about how humans can establish harmonious relationships with others, the environment, and the creator/God, so that it is rich in attitudes, values, morals, ethics, and behavior. In learning values through social studies and humanities there are a number of essential values that can be developed as shown in Table 1.

The value education process has several stages in learning. Krathwohl the process of forming (and developing) values in students there are five stages namely; Receiving, responding, valuing, organization, and characterization. Receiving is an activity (listening and receiving) which students actively receive. In this context students interact with various forms of value that are confronted. Responding, conditions where students begin to be willing to accept and respond actively. In this case there are three stages itself, the obedient (according to), willing to want to respond to, and satisfied in responding. Valuing (giving value), at this stage the child has begun to be able to build perceptions and beliefs related to the value received. At this stage there are three levels, namely believing in the value received, feeling bound to the value believed, and having an inner connection with the value received. The next stage is organization, where the child begins to regulate the value system that he receives to be arranged in him in the context of behavior. The

**Table 1. Social studies essential material**

<b>Values in wide coverage</b>	<b>Curriculum objectives</b>
Social equality and justice	To instill a sense of honesty and equality of opportunity
Responsibility as citizens and social commitments	Develop the ability to recognize the life of a community and realize the interdependence of life
Respect for national language inheritance	Develop language skills and pride towards superior aspects of the nation
Environmental responsibility	Developing an understanding of human and environmental interdependence and the need to protect the nation's heritage
Health	Develop healthy living habits and disease prevention
Accuracy in using money	Develop awareness of money matters and knowledge of the use of money wisely

most powerful stage is characterization, characterized by a person's dissatisfaction with organizing a system of values that he believes in his life that is well-established, steady, and consistent. In this characterization has formed a strong pattern in children, making it difficult to be changed or influenced.

## **2. MATERIALS AND METHODS**

### **2.1 The Role of Researchers**

Researchers and respondents know each other but do not have a close relationship that can cause subjectivity. Researchers and respondents are often involved in Social Studies development activities, especially in training and seminars. Researchers as academics often interact with respondents who are social studies teachers.

### **2.2 Research Design**

This study was designed using a qualitative approach [21][22], with a case study method. Research subjects are the teachers who are the most important figures in the implementation of social studies learning. The study was designed by making teachers as resource persons who provide information about the implementation of value education in social studies learning.

### **2.3 Research Participants Researchers**

Researchers applied for research permits to teachers in Yogyakarta, as many as 20 people. The researcher conducted interviews with the teachers, and made observations into the learning of several social studies teachers.

### **2.4 Instruments and Procedures**

Researchers are qualitative research instruments. Interview guides and documentation are used to aid research instruments. Researchers conducted interviews, document analysis, and observation in social studies learning activities. Observation in learning uses observation journal sheets. The validity of the data is seen by validating the results of interviews with the teachers who were interviewed.

## **3. RESULTS AND DISCUSSION**

### **3.1 Results**

Based on the results of data collection, researchers conducted the distribution of themes

which are important patterns found in research. The themes that were found about value education in social studies learning were carried out through 1) identification of values, 2) Incorporating in lesson plans, 3) integration in learning activities, and 4) assessment in social studies learning.

#### **3.1.1 Identifying the potential of values**

Social studies teachers carry out lesson plans to develop attitudes, knowledge and skills. This activity is carried out by all Social Studies teachers, because the curriculum used to formulate this. R-2 states how to identify the values that will be developed as follows.

"We carry out an attitude assessment plan in every compiling syllabus and lesson plan. Before preparing the syllabus, Social Studies teachers conduct an attitude assessment plan. The step to do is identify the values or attitudes that will be developed. We obtained these attitudes from the Core Spiritual attitudes and social attitudes".

Based on the information R-2, all teachers must identify the character values that will be developed in learning. Most of these character values are listed in the Learning Outcome in the subjects. Based on the analysis of syllabus documents and teacher's lesson plans, values are developed; for example; respect the teachings of the religion they hold, live the teachings of the religion they hold, honest, discipline, responsibility, care, tolerance, cooperation, courtesy, and confidence.

In addition to these values, there are also values that are developed based on the vision and mission of the school. Each school has a different curriculum, reflecting the characteristics of the school. This vision and mission is also one of the values developed in learning in schools. One example observed in this study is the vision of the school; moral, creative, achievement, environmentally friendly. These values are also the main values developed in schools. These values are the main values developed in all subjects, including social studies.

#### **3.1.2 Incorporating a learning plan**

All research subjects have a lesson plan which includes the values to be developed. These values appear explicitly in learning objectives. The value developed is included in the statement form of the names of the values to be developed.

This is different from attitude competencies and skills written using operational verbs. R-5 states as follows.

"The teachers include the values or character content that will be developed in social studies learning. Therefore we (the teachers) must be able to identify values related to the material and methods to be developed. For example I teach economic activity material, then I can emphasize the value of being grateful, honest, and disciplined" (R-5).

Social Studies learning plans contain learning objectives, learning materials, learning steps, learning resources, and learning assessment. In these sections the teacher includes the values that will be developed in learning. Based on the analysis of documents and interviews, the values developed in the learning plan are shown in Table 2.

### 3.1.3 Integration in learning activities

Values developed can be seen when learning takes place. The average teacher is used to integrating values in social studies learning. For example when studying material about the Indonesian national movement, using the discussion method, the teacher seems to emphasize a number of attitudes such as willingness to sacrifice, love the motherland, cooperation, and responsibility. These values are not only related to the material developed, but also the learning methods. The love of the

motherland can be linked to the material of national movement organizations, love of cooperation can be linked to the metari of youth organizations. The discussion activity also reflects the development of Cooperation values and responsibilities. Based on observations during learning, some values developed in integration with learning methods can be seen in Table 3.

Table 3 is an example of how teachers identify values developed in Social Studies learning. These values are not separate, but integrated. According to the teacher's statement, when in learning the teacher develops the value of cooperation, it will definitely be related to the value of mutual respect, courtesy, gratitude, and responsibility.

In developing the value of the teacher shows the relationship of learning material with learning methods. For example when students learn material about creativity, the method developed by project-based learning. Potential creativity material to develop the value of creative attitude, cooperation, never give up, and be responsible. While the project method, the potential to develop creative value, never give up, mutual respect and responsibility. Thus the material and methods have a relationship in developing values.

In addition to integrating values in the development of materials and methods, teachers also use learning resources that have the potential to develop positive values. For

**Table 2. Values developed in learning planning learning**

Objectives	In the learning objectives mentioned values that will be developed in learning activities. Values are written in the form of nouns, for example; grateful, responsibility, care for the environment, willing to sacrifice, cooperation
Learning material	Values are not explicitly stated in the learning material, but the teachers do identify the relevant values developed in the learning material. For example, material social deviations have to do with the value of responsibility, discipline.
Learning	Scenarios writing does not explicitly list the developed values. However, there are a number of lesson plans that emphasize, for example when writing discussion added to the word 'full responsibility'
Learning	The chosen of learning source is associated with the potential for inculcation of values. For example using film, the teacher uses the film not only as information, but at the same time as motivation and inspiration.
Learning assessment	Each lesson plan includes attitude assessments. Attitude assessment used is self-assessment, assessment between friends, and observation (observation). An assessment often used is observation with an observation journal.

Source: Documents and interviews

**Table 3. Values developed during social studies learning activities**

No	Learning activities	Values developed
1	Discussion group	Cooperation, mutual respect, confidence
2	Inquiry	Responsibility, honest, never give up
3	Problem based learning	Never give up, cooperation, mutual respect, creative,
4	Scientific	Willing to sacrifice, responsibility, discipline,
5	Projects	Creative, discipline, responsibility, Cooperation, environmental love

Source: Processed from interviews and documentation

example, to observe community activities around the environment, social studies teachers make it as a media and source of learning for community economic activities. These learning resources can be used as study material and motivation for students.

"When students conduct interviews with figure of an entrepreneur, they actually learn the value of learning resources. When the speaker tells the story will grow enthusiasm and motivation of students to become entrepreneurs. Likewise, when I display images of the effects of environmental damage, I really want children to care about the environment "(R6-line 20-23).

### 3.1.4 Assessment in learning

To develop values in learning, Social Studies teachers also carry out assessments during learning. From some observations made, the teacher uses the observation technique assessment with the attitude observation journal instrument. The teacher observes the development of student attitudes and notes the values that develop during learning. R-7 gives an explanation of how he conducts an attitude assessment during the following learning.

"In evaluating attitudes, teachers only observe the development of student attitudes. We write down the development of negative and positive attitudes. For students who exhibit negative behavior, we provide efforts to improve attitudes. While students who show a positive attitude, we give reinforcement and prizes. So attitude assessment is not to give numerical value to students, but emphasizes the moral development of students "(R-7, line 10-14).

The teachers explained that attitude assessment in learning is intended to develop attitude values.

"I do attitude assessment in Social Studies learning to develop attitude values, so not to

give value. I emphasize more on how to encourage children to behave positively. For example when learning there are students who have deviant behavior, I will encourage again to be positive, take notes, and after learning make an agreement with the student" (R-9, line 9-14).

Based on the above, the assessment of learning is one of the Social Studies teaching strategies in developing values in Social Studies learning. The teacher conducts an assessment in order to note negative and positive trends in student behavior. When students do negative tendencies, the teacher directs towards positive behavior. When students have implemented positive behavior, the teacher carries out motivation and reinforcement.

### 3.2 Discussion

Based on the data description, value education in Social Studies learning is carried out through 1) identification of values, 2) Incorporating learning plans, 3) integration in learning activities, and 4) assessment in social studies learning. Values in Social Studies learning originate from the core competition formulated in the curriculum, then developed by the teacher in planning learning, implementing learning, and evaluating social studies learning. Social studies learning has potential as a value education. Kirschenbaum in Zuchdi [23] explains the value education can be done by way of inculcation (planting), example, facilitation, and development of academic skills.

Mulyana [10], that values are references and beliefs in determining choices. Value is something that is desired so that gave birth to action on someone. The value is relative in nature which is the basis for change and can be instilled through various sources such as family, community, religion, mass media, tradition, and in association. The values developed in social studies learning consist of religious values, social values. Both of these values are basic values developed by the Ministry of Education and

Culture. In Social Studies learning the teacher then develops these values in accordance with the vision and mission of the school, and the character of social studies subjects.

Values education in Social Studies learning is carried out integrated in social studies learning materials, Social Studies learning activities, and assessment of Social Studies learning. The integration of values in Social Studies learning has been carried out since the preparation of the learning tools. In the syllabus and learning plan, social science values have been integrated explicitly. The Social Studies values that will be developed have been mentioned in the syllabus document and the Social Studies lesson plan. This activity is then developed in learning materials in the form of teaching materials. Teaching materials has an important role in shaping students' knowledge, skills and attitudes [24]. Preparation of teaching materials allows teachers to convey messages of value implicitly or explicitly. Integration of values in teaching materials allows students to accept grades with a scientific approach, which has a significant role in shaping students' character [25].

In Social Studies learning activities, values are developed by integrating the material being studied and the learning activities carried out. The teachers try to vary the learning by discussion, observation, and role play that is seen in the learning scenario. This effort shows the inculcation of value in Social Studies learning in learning activities. Varied learning activities give students the opportunity to do a variety of learning experiences. Through this learning experience students not only learn the concepts of knowledge and skills, but also learn attitudes. As Castillo [26] revealed, learning strategies are the most important experience in determining value education for students.

#### 4. CONCLUSION

Social Studies have the potential to instill values for students. The inculcation of these values is carried out starting from the identification of values that are relevant to the material and learning strategies, including in the learning tools, integrated in learning activities, and through Social Studies learning assessment. Identification of values can be associated with social science material that contains many historical, social, environmental and economic values. These values are integrated in the preparation of learning materials. Whereas in learning activities, Social Studies values can be

linked to classroom management that allows students to learn values through the concept of social studies subjects, and learn from context through learning activities. Habits that arise in learning activities are forms of instilling values in students.

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#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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