

IMPLEMENTATION OF SOCIAL VALUES AND NORMS IN BUILDING STUDENT CHARACTER THROUGH SOCIOLOGY TEACHERS AT SMA N 1 SIDOMULYO LAMPUNG SELATAN

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Abstract

In this study to determine the implementation of social values and norms in building character by sociology teachers at SMAN 1 Sidomulyo. The approach used is a qualitative approach with a descriptive method. This study used 8 informants consisting of 1 Sociology teacher, Deputy Head of Student Affairs, 1 sat and 5 students of Social Studies Department consisting of class X, XI and XII. From the results of this study indicate that the three components of the implementation of social values and norms, building student character and learning sociology. The three components will be applied in various ways, such as the implementation of social values and norms, namely from students' school data, when KBM takes place and time to rest. in the learning process in the classroom and learning tools.

Keywords: Implementation of Values and Norms, Student Character Development and Sociology Learning

I. Introduction

Education is believed to improve a person's intelligence and personality. However, if education only prioritizes intellectuality rather than developing students' character, it will ultimately cause violations of the values and social norms that apply in schools and society.

There are various educational problems that occur today in schools, such as arriving late, dressing sloppily, cheating on daily tests, mid-term exams, and final semester exams. Apart from that, there is a lot of noise and playing with cellphones when the teacher explains; there are even students who dare to fight against the teacher, and after school, there are still many students who carry out deviant actions; this is a serious problem and educational challenge that must be found for a solution. If you don't find a solution to the problem, it is feared that it will impact the thinking patterns, attitudes, character, and behavior of students at school, family, and society. Especially at school age and adolescence, those who are still in the developmental stage are looking for who they are, want to be noticed, and are still in the transition period, looking for their own identity.

Another problem is the orientation of education and teaching in schools in Indonesia which is more oriented towards developing the cognitive domain (knowledge) without paying attention to and developing the affective domain. Educational success is measured more in the knowledge aspect with the high academic value of a student, while the affective aspect (attitude, behavior, personality) receives less attention.

From this description, it is clear that the development of character values is closely related to students' attitudes while they are in the school environment, both in the classroom and outside the classroom, especially in daily life, both in the family and in society (Santoso & Adha, 2020). However, the problem is that when teachers teach certain subjects by integrating character education, the implementation level is more oriented towards the cognitive/knowledge achieved.

So that character education in schools can run optimally, effectively, and efficiently, it is necessary to learn sociology effectively and efficiently, which is linked to the needs of society and the environment (social). This is because character education in schools is an inseparable part of the school program. Of course, for its implementation to run well, it needs to be well organized and managed. This is where character education learning in schools must be implemented and planned, involving all interested parties, implementing, monitoring, and

assessing the achievements of a well-implemented character education program (Wijaya et al., 2020).

In other words, through teaching sociology with material on social values and norms, it is hoped that character building in schools can be achieved and the results can be measured in society. In addition, learning sociology in schools is expected to become an effective and successful medium for implementing character-building in schools. To implement it at the upper school level, efforts are needed to instill character education through learning in the classroom and in the school environment, which is the point of attention of this discussion.

The aim of this research is to obtain an overview of social values and norms in sociology learning at SMA N 1 Sidomulyo. And knowing how teachers provide education on values and social norms. This will be the aim of this research.

II. Method

A method for examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. Based on the opinions of the two experts, the researcher used a descriptive type of research method because the researcher would describe the implementation of the values and norms that apply in schools in building character through sociology teachers at SMA N 1 Sidomulyo by existing realities and facts.

In qualitative research, the research instrument is the researcher himself. In accordance with what Lincoln and Guba (1986) expressed, "The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has produced" (Sugiyono: 2016, p 223). Furthermore, Nasution (1988) stated, "In qualitative research, there is no other choice than using humans as the main research instrument; the reason is that everything does not yet have definite rights. The problem, the focus of the research, the hypothesis research procedures used, and even the expected results cannot all be determined with certainty and clarity beforehand. Everything still needs to be developed throughout the research. In this uncertain and unclear situation, there is no other choice, and research itself is the only tool that can achieve this." Based on these two statements, it can be understood that, in initial qualitative research where the problem still needs to be clarified and definite, the instrument is the researcher himself. However, once the problem to be studied is apparent, an instrument can be developed.

Qualitative research is a person who opens the key, examines and explores the entire space carefully, orderly, and freely, and some even call it "the researcher is the key instrument." Qualitative researchers function to determine the research focus, select information as a data source, collect data, assess data quality, analyze data, interpret data, and draw conclusions about their findings. As said previously, researchers as research instruments must be ready to make observation guides and interview guides.

The subjects in this research are sociology teachers, student affairs leaders, security guards, and students as informants. Those with the central authority are sociology teachers and students, who understand and master the objects under study. This research's data sources are primary and secondary data sources. Primary data sources will be obtained directly through interviews conducted by researchers with informants. The informants in this research were sociology teachers and students at SMA N 1 Sidomulyo. Secondary data sources were obtained from archives such as the Deputy Head of Student Affairs and Satpan regarding student problems recorded by the Deputy Head of Student Affairs and Satpan, especially regarding violations of rules and regulations at SMA N 1 Sidomulyo.

The techniques that will be used in collecting data in this research are interviews, documentation studies, and observations. In the interviews, the researcher made direct contact orally with the data source; in this case, the researcher conducted direct interviews with three

people, namely the sociology teacher, Deputy Head of Student Affairs, and security guard, as well as five students consisting of 3 classes X, 1 class XI and 1 class XII. In observation, the way to collect data is to directly observe the object to be researched, namely how the sociology teacher implements the values and norms that apply at school in building character. The documentation study technique is a technique for collecting data by searching for and studying data that is related to the problem being researched through notes related to the issue being explored, especially from the security guard, namely in the first hour when students are on their first day of school.

The problem examined in this research is how to implement social values and norms in building student character through applicable sociology teachers at SMA N 1 Sidomulyo. So, in this case, the researcher observes the implementation of values and standards that apply in schools through building student character, which includes implementing social values and norms, building student character, and learning sociology. This research data analysis technique consists of 3 stages, namely data reduction, data presentation, verification and decision making, extended observation, and triangulation.

III. Results and Discussion

Results

SMA N 1 Sidomulyo is on Jln. Muria No 101 Seloretno SiSidomulyo District Sidomulyo Lampung Selatan. Currently Mr Hidayatullah, M.Pd.M.M. serves as Principal of SMA N 1 Sidomulyo. If you look at the location of the building, SMA N 1 Sidomulyo is quite good and strategic for carrying out learning process activities. Its location is quite far from the main road, making it possible to carry out learning activities in peace.

SMA N 1 Sidomulyo stands on a land area of 2,000m², and the buildings owned by SMA N 1 Sidomulyo are 32 local study rooms, a teacher's office, a GSG building, an office room, a TU room, a BK room, UKS room, library room, three rooms. Computer, LCT room, biology laboratory, chemistry and physics laboratory, mosque security post student council room, music room, 15 local canteens, cooperative room, football field, volleyball, basketball court, parking lot for students' motorbikes, teachers. It has 20 toilets for students and has 31 classrooms consisting of 10 class XII classrooms, 5 science classrooms, and 5 social studies classrooms. Class XI has 10 groups of 5 social studies groups and 5 science groups. Class X has 11 groups, 5 social studies groups, and 6 science groups.

The extracurriculars available are futsal, volleyball, basketball, Paskin, PMR, scouts, martial arts, dance, and art studios. By current developments, SMA N 1 Sidomulyo uses the Education Unit Level Curriculum (KTSP) and the latest curriculum, namely the 2013 Curriculum, as a reference curriculum in improving learning through a scientific approach to learning developed by the National Education Standards Agency (BSNP).

Table Informant Identity Data

No	Name	Position
1	Rohma Nuraini, S.Sos.	Sociology Teacher
2	Hariyanto, S.Pd. M.Pd.	Deputy Head of Student Affairs
3	Mawaludin	Security guard
4	Leo Bintang P	Class XII IPS 2 students
5	Romi Afrizal	Class XI IPS 1 students
6	Cindy Restika Sari	Class X IPS 1 students
7	Nabila Nur Listiara	Class X IPS 3 students
8	Tomy Saputra	Class XI IPS 5 students

Source: Researcher Processed Data 2021

The table above describes the identity data of the informants in this research, including Mrs. Rohma Nuraini, who is usually called Mrs. Rohma; Mrs. Rohma is the teacher of Sociology for class X and class XI. Furthermore, from the data above, there are five students, namely Leo Bintang Pratama, class XII IPS 2; Romy Afrizal, class XI IPS 1 and in class X respectively Cindy Restika X IPS 2, Nabila Nur Listiara They were taken as samples from research whose opinions were asked about the values and social norms that apply at SMA N 1 Sidomulyo. Mr. Hariyanto, who is usually known as Mr. Har Waka Student Affairs, has direct contact with students and reminds students about discipline. And Mr Mawaludin is a security guard at the school who guards the school gate and checks the condition of the children every day when they enter the school premises in the first hour.

The researcher observed an educator, namely Mrs. Rohma, who when the researcher made the observation, the material presented was about social values and norms, making it easier for the researcher to explain the results of the observation. Meanwhile, for the interview, the researcher interviewed 1 educator who teaches sociology to confirm this observation. 5 students were also interviewed for information and their answers were almost the same.

The researcher directly observes the conditions that occur at the research location, which is written down in every observation obtained at the research location. In this study, the researcher observed how the social values and norms that apply at school are implemented by a sociology teacher through sociology lessons at SMA N 1 Sidomulyo. The observations were carried out 8 times in accordance with the sociology teacher's teaching schedule; this was done after going through various stages of approach, approval, and preparation for implementation; apart from that the researcher filtered and presented so as not to deviate from the research focus and primary target of this work, namely about the implementation of values and Social norms in building student character through sociology teachers at SMAN 1 Sidomulyo.

As for the implementation of social norm values through sociology teachers, there are 6 essential components, namely the formulation of sociology learning objectives, delivery of sociology learning materials, use of sociology learning methods, use of sociology learning tools, learning resources, and evaluation of sociology learning. The first component is the formulation of learning objectives regarding learning objectives in building student character at SMA N 1 Sidomulyo. I applied it before the teaching and learning process began in class, such as lining up at the front, greeting before entering class, and having the teacher standing in front of the class to remind students who are not neat in their clothes. Before entering the classroom to teach, the teacher first formulates the learning objectives as outlined in the RPP and implements the social values and norms that apply at school as outlined in the KI and KD. Before starting the teaching and learning process, the teacher first conveys the learning objectives that will be achieved and have been previously formulated, accompanied by implementing the values and social norms that apply at school by asking students to obey all school rules, such as not coming late to school, dressing neatly and maintaining cleanliness School environment.

The second component is the delivery of sociology lesson material, which is applied by sociology teachers by delivering the primary lesson material, namely material about social values and norms, which is sometimes inserted with the values that exist in the society in which the student lives. Apart from that, the teacher conveyed the topic of understanding social values by taking examples of social values that apply in schools, dressing neatly, maintaining the school environment, and maintaining interactions with all school members, fellow students, teachers, and others. Apart from that, the teacher also uses the example of always being helpful and doing well with all school members to explain the characteristics of social values. Teachers also use school rules and regulations as examples to convey material about the meaning of social norms and provide examples of sanctions for students who do not dress neatly, have long hair for male students, and sleep in class to explain the characteristics of social norms. In the learning material

delivery component, the teacher only conveys the primary learning material without inserting any supplementary learning material.

The third component is the use of learning methods designed and applied by the teacher through the use of varied learning methods so that students do not get bored. The methods used by teachers include lecture, discussion, and question and answer methods as well as assignments to students; at the end of the lesson, there is an assignment to students. Almost all methods are used by teachers. When the teacher conveys material on values and social norms, the teacher uses a variety of learning methods; the sociology teacher uses the lecture method, including first briefly explaining the material in the form of social norms, which is followed by a question and answer method with the teacher asking students about the value material. And social norms, then ask the students again to discuss with their group friends the material on values and social norms calmly and end with giving assignments such as looking for examples of the characteristics of social values that apply at school or in society. However, the take-home assignment or homework method is very rarely used by sociology teachers.

The fourth component is using tools in the learning process whose application is the same as the method. The teacher uses various tools such as textbooks, LCDs, pictures, and videos that are appropriate to the subject matter so that they can help the teacher convey lesson materials and use learning methods. However, teachers not only use material tools but also non-material tools, such as asking students to be calm during the teaching and learning process, as well as discussions and questions and answers. Remind students not to cheat/look at books or cellphones when tests are being carried out, ask students to respect the opinions of other friends during discussions or question and answer questions, reprimand students who do not help their friends when conducting discussions in completing assignments from their teachers to collect.

The fifth component is learning resources. In this case, the teacher draws from various sources to support the learning process. The teacher needs to determine which sources can be used by students so that they can achieve the goals defined by the teacher. In its application in the classroom, teachers use learning resources in the form of learning tools such as the internet, PowerPoint presentations, pictures, and warnings for students who disturb the peace of the class. Teachers also use learning resources in the form of various learning techniques, such as lectures, discussions, and questions and answers, while other learning sources, such as TV shows and social media, are about broadcasts by public figures, both positive and negative.

The sixth component is a learning evaluation, which is applied by the teacher at the end of the teaching and learning process to determine students' understanding of the material presented by the previous sociology teacher. Almost all of the evaluations used by teachers use oral tests, namely conducting random questions and answers with students and asking students to provide conclusions from the material that has been previously presented by the teacher. Meanwhile, written tests and actions were not found.

Discussion

This research was carried out from 11 to 21 October 2021 at SMA N 1 Sidomulyo. Researchers conducted observations, interviews, and documentation regarding the implementation of social values and norms in building student character through sociology teachers at SMA N 1 Sidomulyo. All components of this policy are applied in various forms. During the observation, there were several aspects that the researcher did not find because these aspects were not used by the teacher concerned.

From all the results of observations and interviews conducted by researchers in the implementation of the instillation of values and social norms, there is a big part of this that has been implemented by the institution, such as when the students arrive in the morning at school, the students pass through the gate there the first time the instillation of values occurs, starting from clothes, hair, shoes, and punctuality, namely 7.15 wibb. Even the funds that he managed did not escape the monitoring of the security guard. If a student does not comply with the rules

that apply at school, the security guard will give a warning, and if the mistake is made repeatedly, the security guard will take action to educate the student so that it does not happen again. The Deputy Head of Student Affairs plays a significant role in implementing social values and norms for students, he always remembers students through school audio, starting from long hair for male students, making rubbish, picketing classes and tidying up motorbikes in the parking lot. And once every three months, shave long hair before being reminded of it a week before.

In building character, all school members participate fairly in building student character because that is the school community's responsibility. Character values, according to Minister of National Education Regulation no. 2 of 2010, include: Religious, Honest, Tolerant, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Respect for Achievement, Friendly and Communicative, Love of Peace, Likes to Read, Cares for the Environment, Caring social, responsibility. The above character values have all been implemented in schools; the problem is the application level.

Overall, according to the results of interviews and observations that researchers have conducted, the objective components of building character through sociology teachers at SMA N 1 Sidomulyo are implemented in the following forms:

- (a) formulating learning objectives, the sociology teacher first formulates the objectives for the material on social values and norms, which are outlined in the lesson plans that have been made by the teacher;
- (b) conveying learning objectives to students, before the teacher begins to deliver lesson material, the teacher first conveys the learning objectives so that students can understand them after the learning process is complete, which has been formulated previously. In practice, when the sociology teacher conveys the learning objectives, the teacher inserts the rules or normative values that apply at school, which are implemented when the students are at school inserting the values and norms that apply at school, sometimes only showing the learning objectives which are included in the power point displayed by the teacher.

From the explanation above, it can be seen that the learning objective component in building character at SMA N 1 Sidomulyo is an important component in the learning process because the learning objective becomes a reference for the teacher to achieve the results of the learning process that has been carried out previously by the sociology teacher. Objectives can provide a clear and definite direction as to where the sociology teacher will take the learning activities. Guided by clear goals, teachers can see, assess, and select which actions students should take and which actions students should abandon. The learning objectives contain a number of norms that will be instilled into every student at SMA N 1 Sidomulyo. Whether or not the learning objectives have been achieved can be seen from the student's mastery of the materials provided during the learning process activities in building character. What must be achieved is that teachers need to formulate learning objectives, which are then conveyed to students at the beginning of the learning process, accompanied by including the values and social norms that apply in the school. Students are in school and society so that it can be used in everyday life where the students are.

In the learning material component, based on the results of observations and interviews obtained by researchers at SMA N 1 Sidomulyo, teachers are more dominant in conveying the primary learning material, although sometimes there is material that comes out of some of the primary materials. In the process of delivering learning material, teachers sometimes insert the values and norms that apply at school. Even teachers often take examples of values and norms in society and on social media regarding officials who have stumbled upon legal cases or who have become role models in society.

Based on the explanation above, the components of learning materials in building character are through sociology teachers at SMA N 1 Sidomulyo. The application of character

education in sociological education has a role in developing the character of students in high school. What can be seen is the student's personality and behavior, so that it becomes a personal habit and culture for students in high school. Therefore, sociological education has helped develop the character of students, resulting in the creation of an excellent young generation in the future (Ramadhanti, Sumantri, & Edwin, 2019). The implementation of character education in high school has been carried out through learning values and social norms; student development will develop well because students have been equipped and strengthened by the learning process in class. (Subianto 2013)

In applying learning methods, several methods that can be used are lecture, question and answer, discussion, and assignment methods. Based on the results of observations and interviews conducted by researchers at SMAN 1 Sidomulyo, the lecture method is in the form of an explanation of social values and norms or lesson material by a sociology teacher. The question and answer method is carried out by the sociology teacher, who asks students in the middle or at the end of the learning process. The material taught in class is about values and social norms. The teacher applies the discussion method by forming groups of 3-6 students in one group; then the teacher asks the students and their groups to discuss the material shared by the sociology teacher. The last method is giving assignments, namely by giving assignments to students in the form of filling out worksheets or searching textbooks and materials on the internet.

Based on the explanation above, the learning method is used to make it easier for teachers to achieve learning goals. As stated by Amri (2013, p. 113), teaching and learning methods can be defined as the methods used to convey or instill knowledge to students or children through teaching and learning activities, whether at school, home, campus, boarding school, and others. In this research, the teacher has used a variety of learning methods so that it is easier to achieve the goals desired by the teacher and the learning that has been designed, and can also be used as a tool to implement the values and norms that apply in school.

In the learning tool/media component in the classroom, and based on observations and interviews, sociology teachers use a variety of learning tools, both materially, such as textbooks, LCDs, and cellphone worksheets, to search for information during the learning process and non-materially, for example during the learning process. Non-material, when a student takes action that disrupts the ongoing learning process so that the student is reprimanded or given educational action, so that it does not spread to other students.

Based on the explanation above, researchers can conclude that learning media/tools really help teachers in delivering lesson material in class. In the process of providing material, teachers can use various media that can be mastered by the teacher in the learning process so that the process of delivering material can be more attractive to students and Students are not bored so that they can achieve the desired goals. The learning media used can be in the form of videos or images that are in accordance with the objectives prepared by the teacher/students by searching for themselves on the internet, and the teacher should not use videos or images that are not educational in nature for the students. Apart from that, when students commit violations in the classroom, teachers reprimand and give advice to students to comply with the values and social norms that apply at school. In the learning resources component, teachers can utilize several learning resources. According to Abdul Majid, learning resources are defined as information that is presented and stored in various forms of media as an embodiment of the curriculum. The forms are unlimited, whether in print, video, software, or a combination of several of these forms that can be used by students and teachers.

Meanwhile, tools include overhead projectors (OHP) for projecting slides, projectors for showing films, slides, or videos, which can be sent via cellphone, various events or technical activities, such as discussions, demonstrations, questions and answers, discussions, and lectures, Environment or settings, for example, classrooms, libraries, school fields, prayer rooms, museums, and so on. From the results of researchers' observations, the sources used by sociology teachers at SMA N 1 Sidomulyo. Indeed, most sources are taken from the internet and books

that are in accordance with the syllabus; nothing is taken from humans or the surrounding Environment, which can be used as a source of learning.

Based on the explanation above, it can be concluded by researchers that learning resources can be obtained from anywhere, not only from learning books but also from the use of global technology that every student has and is currently developing, such as the internet. Learning sources can also be obtained from what we see every day, for example, humans and whatever is in the surrounding environment, because the social studies children's laboratory is an inclusive community. Apart from that, the values and norms that apply at school can also be taken as a source of learning from books that are used by teachers or textbooks owned by students and LKS.

The final component in this research is evaluation / regarding learning assessment; there are several ways to carry out evaluation, as mentioned. If evaluation is related to education, then educational evaluation has two concepts of understanding. This is in line with the opinion of Sudijono (1996: 2) that educational evaluation is 1) The process/activity to determine educational progress, compared to predetermined goals; 2) Efforts to obtain information in the form of feedback for improving education. In practice, evaluations carried out by sociology teachers do not always use written tests or action tests but rather oral tests. The teacher asks students one by one or randomly. However, sometimes teachers also give written tests, such as providing essay questions, and giving questions that appeared in previous national exams.

Based on the explanation above, by conducting an evaluation, teachers can see whether teaching and learning activities are successful or not. Evaluation can even be used to implement the values and norms that apply at school, for example by looking at how students behave when taking written tests. Likewise with carrying out oral tests, how students speak when delivering their answers can be a benchmark for whether the excellent example set by the teacher is imitated by the students or not. Utilization of these teaching resources depends on the teacher's creativity, time, costs, and policies. -other policies. Everything that can be used as a learning resource must be in accordance with the interests of achieving the stated goals.

IV. Conclusion

Based on the results of research and discussion of data regarding the implementation of social values and norms that apply in schools by sociology teachers in building the character of students at SMA N 1 Sidomulyo, a general conclusion can be drawn, namely: Implementation of applicable social values and norms through sociology teachers consists of 6 components, namely Objectives, Study Materials, Methods, Tools, Resources, and evaluation. The learning objective component includes 2 (two) aspects, namely formulating and conveying learning objectives at the beginning of the teaching and learning process at SMA N 1 Sidomulyo by implementing them in the form of lesson plans that are created and contained in the KI and KD as well as providing positive advice to all students so that they can obey the rules that apply at school when conveying learning objectives. The learning material component includes primary learning materials and supplementary learning materials. The lesson material delivered by the teacher is the primary lesson material. However, the delivery is always interspersed with values and norms that apply both in society/religious values and at school so that they can be implemented by students and teachers. In the method component, teachers use a variety of learning methods so that students do not feel bored and convey learning material. In using learning methods, teachers always incorporate the values and norms that apply at school, such as using good language when communicating with teachers and peers. When using the lecture method, ask students to be orderly when conducting discussions and questions and answers because language shows the student's character. In the learning tool/media component, in the process of delivering material, the teacher uses various learning media such as videos and cell phones owned by each student. Or pictures that are appropriate to the material and used as examples for students to

implement the values and social norms that apply at school. In addition, when students commit violations in the classroom during teaching and learning activities, the teacher reprimands and gives advice to the students or takes educational action. To be able to comply with the values and social norms that apply at school. In the learning resource component, sociology teachers at SMA N 1 Sidomulyo use learning resources in the form of textbooks distributed from schools and worksheets, the use of learning media, as well as learning techniques and also the use of technology such as the internet to add learning resources for teachers who have mastered or mastered the material has existed. Lastly, the learning evaluation component, in its implementation evaluation carried out by sociology teachers, is by using written tests and oral tests; evaluations can be at the beginning and at the end of the learning process, either in essay or oral form.

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