

# HABITUATION, MODELING, COGNITION AND ITS CONTRIBUTION TO INTERNALIZING INDIVIDUAL'S AFFECTION<sup>1</sup>

Abdul Rohman<sup>2</sup>

Faculty of Tarbiyah, State Institute of Islamic Studies Walisongo Semarang

Email: Rahman\_1969@yahoo.co.id

## Abstract

The affective domain, which has an important position in human life, and becomes the dominant factor for a person's success in life, is still a problem in the world of education. Moral issues that have emerged in the last few decades are evidence of this affective problem. With a quantitative approach, this study examines that habituation, exemplary, and cognitive are three variables that contribute to affective formation in a person. With inferential statistics through regression analysis of 3 predictors, a study conducted at SMPN 18 Semarang City, with a random sample of 118 students in PAI subjects found that habituation, exemplary and cognitive had a good contribution to the formation of a person's affection. Therefore, these three variables need to address proportional and integrative attention to a person in order to obtain optimal affective learning outcomes according to the level of psychological age he is experiencing. Inaccuracy in giving treatment to a person will have the potential to not maximize the resulting affective learning outcomes.

**Key Words:** Affection, Habituation, Modeling, Cognition, Internalization

## A. Introduction.

The affective domain, which has an important position in human life, and becomes the dominant factor for a person's success in life (Mardapi, 2012; Sjarkawi, 2011; Azizy, 2002), is still a problem in the world of education. These affective problems, among others, are indicated by the existence of moral issues that have emerged in the last few decades. The spread of drug abuse, crime, promiscuity, and violence, the decline in politeness, friendliness, humility, and social solidarity experienced by the current generation (Zubaedi, 2009: v), are a row of evidence that the affective domain in education is still facing problems that need to be addressed immediately.

The study of affective is not a new problem. Many studies have been conducted before, but the existing studies tend to discuss two things, namely: first, studies that discuss affective aspects in the context of habituation and example, in the sense that a person's affection is formed due to habituation and exemplary factors (Zubaedi, 2009; Mas'ud, 2002; Azra, 2002). Second, studies that focus on affective aspects are associated with aspects of knowledge (cognitive), in the sense that a person's affective will be shaped by cognitive factors possessed by that person (Bloom et al, 1976; Buchori, 1994; Azizy, 2002). Studies that focus on affective aspects associated with several predictors simultaneously are studies that have not been widely carried out.

This study aims to complement the previous studies, where the formation of a person's affection will be viewed from three aspects simultaneously, namely the habituation aspect, the exemplary aspect, and the cognitive aspect. This study argues that habituation, exemplary, and cognitive are three variables that contribute to affective formation in a

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<sup>2</sup>Abdul Rohman is a Senior Lecturer of Tarbiyah Faculty, State Institute for Islamic Studies (IAIN) Walisongo Semarang.

person. This study is quantitative research with inferential statistics using the 3 predictor regression formula. The study was conducted at SMPN 18 Semarang City, with a random sample of 118 students in PAI Subjects. SMPN 18 Semarang City was chosen with consideration, it is a public school at the secondary level, where the students start to reach their teens, the age of transition from childhood to adulthood. In addition, SMP 18 Semarang City is not a school located in the center of Semarang City, nor is it a school located on the outskirts, so it is hoped that its existence can provide a picture of a middle-class society.

## **B. Review of Literatures.**

### **1. Affective Domain in Education.**

Affective in which derives from the Latin "affectus" which means "feeling" includes attitude, value, belief, opinion, interest, motivation (Kobala, 2010). The affective aspect plays a very important role in a person's level of success in work and life as a whole (Mardapi, 2012). Affective relates to interests and attitudes that can take the form of responsibility, cooperation, discipline, commitment, self-confidence, honesty, respect for the opinions of others, and the ability to control oneself. The affective domain is related to interest, attitude, appreciation, and adjustment. In the evaluation perspective, if in the cognitive domain what is measured is "what can be done by students", in the affective domain the object of measurement is "what students usually do" (Krathwohl, 1974; Stanley, 1978; Gronlund, 1990).

According to Bloom et al (1976), affection is a goal that emphasizes feelings, emotions, or the level of acceptance and rejection. Affection can vary from simple attention to object selection to complex qualities of character and awareness. Affection is also expressed as interests, attitudes, appreciation, values, and emotions (Popham, 1993). The affective domain determines the success of one's learning. People who do not have an interest in certain subjects will find it difficult to achieve optimal learning success. In addition, emotional bonds are often needed to build the spirit of togetherness, the spirit of unity, the spirit of nationalism, social sense, and so on. Therefore, in designing learning programs, educational units must pay attention to the affective domain.

In the study of psychology and education, there are several constructs to reflect affective characteristics, namely attitudes, motivations, self-concepts, interests, values (Hadjar, 2006). Attitude is a disposition to respond positively or negatively to an object, situation, concept, person, which is the result of learning. Motivation is an impulse that makes someone do something. Self-concept is a person's perception of oneself that is formed through experience and the environment. In relation to religious education, self-concept relates to how students view themselves both as students and as diverse people so that it will be very influential in placing themselves or behaving. Interest is the pleasure to do a certain thing. Values are important and valuable things that are attached to activities or objects, preferences for goals or views of life, beliefs about actions according to preferences, expected conceptions that significantly influence behavior.

### **2. Internalizing Affection to Individual.**

Basically, human characteristics are related to ways of thinking, acting, and feeling which reflect cognitive, psychomotor, and affective characteristics. Affective characteristics are described as qualities that indicate a typical way of feeling or expressing emotions. In relation to educational goals, affective is a goal that emphasizes feelings, emotions, or levels of acceptance and rejection (Bloom et al, 1976). Affective domain can vary from simple attention to object selection to complex qualities of character and awareness. Affective goals are also expressed as interests, attitudes, appreciation, values, and emotions (Hadjar, 2006).

Theoretically, the affective aspect in its cultivation requires habituation. Tradition and character can be formed through practice and habituation (Maksudin, 2012, Marimba, 2001). When a practice is used to being done, it will become a habit for those who do it, then it will become addicted, and in time it becomes a tradition that is difficult to leave (Azizy, 2002: 146). The cultivation of moral values also requires exemplary. An example is an important aspect, especially for children, to get used to good things. The teacher's movements are actually always noticed by every student. The actions, behavior, and even the style of the teacher will be the attention and impression in the students' memory. More than that, the teacher's character is always being looked at and used as a mirror by the students. This habituation and example for "good things" takes a relatively long time. Likewise, the cultivation of religious values requires habituation and exemplary which automatically takes a long time to arrive at "characterization", where a value has become the character (personality) of a person (Buchori, 1994). In addition to habituation and example, aspects of cognition also contribute to the formation of individual affection (Krathwohl, 1974: 20).

In the internalization process, according to Bukhori (2002), there are five phases that must be passed, namely: knowing (knowing values), comprehending (understanding values), accepting (accepting values), internalizing (making values as attitudes and beliefs), implementing (practicing values). David R. Krathwohl (1974) explains that the process includes five stages, namely receiving, responding, valuing, organization, characterization. According to Sukmadinata (2005), there are several models of affective learning, namely the consideration model, rational formation, value clarification, cognitive moral development, and non-directive model.

### **3. Factors that Influence Affection to Individuals.**

Learning outcomes, according to Suryabrata (1993: 249), are influenced by many factors, but these can be classified into (1) factors from outside the student which includes non-social and social factors, (2) factors from within the student which includes physiological factors and psychological factors.

#### **a. Cognition and its Contribution to Individual's Affection.**

The cognitive domain is concerned with mental functions, which are divided into six levels. This level ranges from the simplest to the most complex (Bloom et al, 1976). The achievement of simple sub-domains generally becomes a pre-condition for the achievement of educational goals in more complex sub-domains.

The subject of Islamic Religious Education is a subject that focuses more on learning output on non-cognitive aspects, meaning that the achievement of affective and psychomotor outcomes is a top priority. This is not to say that the cognitive aspect is neglected. Cognitive is also important because cognition is the foundation for achieving affective and psychomotor aspects (Muhadjir, 1997). The cognitive aspect will contribute to the affective formation of a person (Krathwohl et al, 1974).

#### **b. Habituation as Variable in Internalizing Affection.**

An attitude will be formed through a process of practice and habituation. Habituation has an important position in the formation of a person's personality. Habituation is a fundamental aspect of inculcating moral values in a person (Maksudin, 2010). The purpose of habituation is the cultivation of the skills to do and say something so that the right ways can be mastered by the educated. The formation of values in a person is carried out gradually and continuously so that these "values" are embedded in

children (Marimba, 2001: 82). Habituation is an effective way to instill moral values in children (Nodings, 2005).

### **c. Modeling as Variable in Internalizing Affection.**

Exemplary in education is a way of educating by providing examples where students can imitate both in terms of words, actions, and ways of thinking. Therefore, an educator should be careful in front of their students, because the behavior of educators will be an example for their students (Aly, 1999: 178). Exemplary education has been described by Allah in the story of Qabil and Abel (QS al-Maidah verses 30-31). The murder incident and the burial process carried out by Qabil against his brother (Habil), contained a learning process (Tohirin, 2006: 56). The picture of this learning can be seen through the behavior of crows digging the ground to bury other crows (Mujib, 2006: 175). Historically, the success of the Prophet Muhammad in spreading Islam was also carried out through a process of a good example for his companions (WS al-Ahzab verse 21). In addition, exemplary can also be seen in the figure of Prophet Ibrahim AS (QS al-Mumtahanah verse 4). Prophet Abraham a.s. has exemplified exemplary education by fostering an attitude of self-sacrifice for mankind, and it has become a habit for Muslims to carry out sacrifices on Eid al-Adha.

One of the factors that have an influence on education and everyday human life is exemplary (*uswatun hasanah*) (al-Jamaly, 1993: 135). In addition, psychologically, Bandura's social learning theory also emphasizes the need for imitation of the social and moral development process of students. Through observing what is seen, heard, and felt, a child can imitate it. Therefore, it is important for an educator to play a role as a model for his students (Sarwono, 2002: 23).

## **4. Habituation, Modeling, Cognition, and Its Impact on Individual's Affection.**

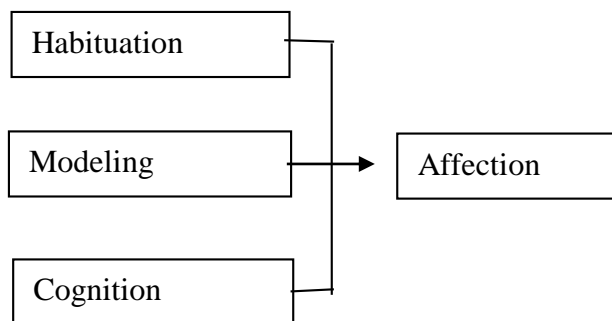
Learning outcomes are the result of learning activities that are marked by changes in the individual who learns. According to Bloom et al., these changes occur in three domains, namely the realm of cognition, the realm of affection, and the realm of psychomotor (Bloom et al, 1976; Gable, 1986: 3; Andersen, 1981). These three domains are human characteristics as a result of learning in the field of education.

The affective domain determines a person's learning success (Popham, 1993). People who do not have an interest in certain subjects find it difficult to achieve optimal learning success. Someone who is interested in a subject is expected to achieve optimal learning outcomes. Therefore, all educators must be able to arouse the interest of all students to achieve predetermined competencies. In addition, emotional bonds are also needed to build the spirit of togetherness, the spirit of unity, the spirit of nationalism, social sense, and so on. Therefore, all in designing learning programs, educational units need to pay attention to the affective domain.

Psycho-socially, individual development is largely shaped through imitation, identification, suggestion, sympathy, empathy (Gerungan, 1998; Ramayulis, 2005: 81). Imitation is imitating attitudes, behaviors, styles, ways of thinking, appearance, skills, abilities of others, which is usually preceded by acceptance, respect, admiration for something to be imitated. Identification is a deep imitation so that it becomes the same as another party intentionally or unintentionally. The suggestion is influencing someone on a view, understanding, attitude, etc. when the person receiving the suggestion is in a state of not thinking rationally because he is given suggestions by people who are admired, respected, authoritative, charismatic, religious leaders, rulers, majority groups, and others. Sympathy is a person's attraction to another person who seems to feel the feelings of others. Empathy is a very deep sense of sympathy that can have an influence on one's psyche.

Exemplary (modeling) has a positive contribution to the formation of children's morals (Latifah, 2011). So that what is imitated and identified can be internalized into children, it is necessary to get used to it under the guidance of teachers, especially parents (Aziz, 2009). In order for moral values to be firmly embedded in a person, the cognitive aspect needs to be given to someone. Cognitive also contributes to a person's affection (Krathwohl, 1974). Kohlberg asserts that this level comes to "their own awareness and willingness of a value that comes from their own reasoning" (Zubaedi, 2009). In the process, Buchori (1994: 4) states that affective learning must be completed starting from the cognitive (knowledge) stage, affectio (feeling), volitio (desire/krengteg), conatio (will), motivation (motivation), to the praxis level. (practice). Approaches that can be considered related to this affection are: (1) evocation (2) inculcation (3) moral reasoning (4) value clarification (5) value analysis (6) moral awareness (7) commitment approach (Rachman, 2001).

In short, it can be stated that the variables of exemplary, habituation and cognitive ability partially and jointly have an influence on children's affective learning outcomes (Nurchaili, 2010; Lickona, 1992). Shortly, the constellation between variables can be described as follows:



### C. Findings.

This study aims to examine: (1) the effect of habituation on the affective learning outcomes of PAI students at SMPN 18 Semarang City, (2) the effect of example on the affective learning outcomes of PAI students at SMPN 18 Semarang (3) the effect of cognitive learning outcomes on outcomes. affective learning of PAI students at SMPN 18 Semarang City (4) the effect of example, habituation and cognitive learning outcomes together has an influence on affective learning outcomes of PAI students at SMPN 18 Semarang City.

Each variable has been analyzed using descriptive statistics, especially the mean (average) and standard deviation (SD). Habituation of Students at SMPN 18 Semarang City, from the results of a questionnaire, filled out by a number of students totaling 116 people, it is known that the average (mean) is = 47.5345 with a standard deviation (SD) of = 4.03341. In the exemplary aspect, the results of the questionnaire filled out by a number of students, totaling 116 people, it is known that the average (mean) is = 11.7759 with a standard deviation (SD) of = 1.84196. Students' cognitive aspects, it is known that the distribution of scores is known that the average (mean) is = 83.4052 with a standard deviation (SD) of = 8.09184. And the Affective aspect of Students, from the results of the questionnaire, filled out by a number of students totaling 116 people, it is known that the average (mean) is = 27.2759 with a standard deviation (SD) of = 2.27113.

As stated in the previous section, this study aims to determine whether there is an effect of exemplary, habituation, and cognitive learning outcomes on students' affective learning

outcomes, either separately or together in PAI Mapel at SMPN 18 Semarang City. In the previous section, it was stated that the hypothesis proposed is that there is an effect of exemplary, habituation, and cognitive learning outcomes on students' affective learning outcomes both separately and together in the PAI Mapel at SMPN 18 Semarang City.

To test this hypothesis, the data that had been collected using questionnaires and documents were analyzed using correlational statistical techniques (three predictor regression). In the application, SPSS series 16 software is used, the results are in table 1.

**Table 1:**  
**Correlation of variable**  
**Correlations**

		Afektif	Pembiasaan	Keteladanan	Kognitif
Pearson Correlation	Afektif	1.000	.430	.281	.050
	Pembiasaan	.430	1.000	.458	.052
	Keteladanan	.281	.458	1.000	.098
	Kognitif	.050	.052	.098	1.000
Sig. (1-tailed)	Afektif	.	.000	.001	.296
	Pembiasaan	.000	.	.000	.291
	Keteladanan	.001	.000	.	.147
	Kognitif	.296	.291	.147	.
N	Afektif	116	116	116	116
	Pembiasaan	116	116	116	116
	Keteladanan	116	116	116	116
	Kognitif	116	116	116	116

Based on table 1, it can be seen that in the first hypothesis, there is an influence of habituation on affective learning outcomes of PAI students at SMPN 18 Semarang City. From the results of the SPSS test, it is known that the correlation coefficient (r) between habituation and affective learning outcomes is 0.430. This figure when compared with r table alpha 0.05 is 0.195. Because r arithmetic is greater than r table at 95% significance or 5% alpha, then H1 is accepted, which means that there is a significant relationship between habituation and affective learning outcomes. The second hypothesis is that there is an influence of example on affective learning outcomes of PAI Mapel students at SMPN 18 Semarang City. From the results of the SPSS test, it is known that the correlation coefficient (r) between exemplary and affective is 0.281. This figure when compared with the r table at alpha 0.05 is 0.195. Because r arithmetic is greater than r table at 95% significance or 5% alpha, then H1 is accepted which means that there is a significant relationship between exemplary and affective learning outcomes. The third hypothesis is that there is an effect of cognitive learning outcomes on affective learning outcomes of PAI students at SMPN 18 Semarang City. From the results of the SPSS test, it is known that the correlation coefficient (r) between cognition and affective learning outcomes is 0.050. This figure when compared with the r table at alpha 0.05 is 0.195. Because r arithmetic is smaller than r table at 95% significance or 5% alpha, then H1 is rejected which means that there is no significant relationship between cognitive learning outcomes and affective learning outcomes.

**Table 2:  
Analysis of ANOVA**

ANOVA<sup>d</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	115.205	3	38.402	8.998	.000 <sup>a</sup>
	Residual	477.967	112	4.268		
	Total	593.172	115			
2	Regression	114.965	2	57.483	13.583	.000 <sup>b</sup>
	Residual	478.207	113	4.232		
	Total	593.172	115			
3	Regression	109.637	1	109.637	25.848	.000 <sup>c</sup>
	Residual	483.536	114	4.242		
	Total	593.172	115			

a. Predictors: (Constant), Kognitif, Pembiasaan, Keteladanan

b. Predictors: (Constant), Pembiasaan, Keteladanan

c. Predictors: (Constant), Pembiasaan

d. Dependent Variable: Afektif

Based on table 2, it can be seen that the fourth hypothesis, there is an effect of exemplary, habituation, and cognitive learning outcomes together on affective learning outcomes of PAI Mapel students at SMPN 18 Semarang City. From the results of the SPSS test, it can be understood that from the Anova test or F-Test, the F-count of three variables (cognitive, habituation, and exemplary) together is 8.998 with a significance level of 0.000. Because the probability (0.000) is much smaller than 0.05, the regression model can be used to predict the three variables. In other words, it can be stated that the cognitive, habituation and exemplary variables together have an effect on students' affectiveness. This means that H1 is accepted and verified.

**Tabel 3:  
Hasil Coefficient Korelasi**

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	15.086	2.949		5.116	.000		
	Pembiasaan	.215	.054	.381	3.994	.000	.791	1.265
	Keteladanan	.129	.118	.105	1.094	.277	.785	1.274
	Kognitif	.006	.024	.020	.237	.813	.990	1.010
2	(Constant)	15.526	2.279		6.813	.000		
	Pembiasaan	.215	.053	.381	4.013	.000	.791	1.265
	Keteladanan	.131	.117	.107	1.122	.264	.791	1.265
3	(Constant)	15.769	2.271		6.942	.000		
	Pembiasaan	.242	.048	.430	5.084	.000	1.000	1.000

a. Dependent Variable: Afektif

In table 3, it can be seen that the results of the SPSS test are described in terms of the regression equation:  $Y=15.086 + 0.215X_1 + 0.129X_2 + 0.006X_3$ , where Y = Affective Learning Outcomes, X1 = Habituation, X2 = Exemplary, X3 = Cognitive. The constant of 15,086 states that if there are no other variables, namely habituation, exemplary, and cognitive learning outcomes, the affective learning outcomes of students in Islamic Religious Education are 15,086. The X1 regression coefficient (habituation) of 0.215 states that every treatment in habituation (because of the + sign) will increase affective learning outcomes by 0.215. The X2 regression coefficient (exemplary) of 0.129 states that every treatment in exemplary (because of the + sign) will increase affective learning outcomes by 0.129. The regression coefficient X3 (cognitive learning outcomes) of 0.006 states that every time there is an increase in cognitive learning outcomes (because of the + sign) will increase affective learning outcomes by 0.006.

**Tabel 4:**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.441 <sup>a</sup>	.194	.173	2.06581
2	.440 <sup>b</sup>	.194	.180	2.05716
3	.430 <sup>c</sup>	.185	.178	2.05950

a. Predictors: (Constant), Kognitif, Pembiasaan, Keteladanan

b. Predictors: (Constant), Pembiasaan, Keteladanan

c. Predictors: (Constant), Pembiasaan

From table 4, it can be seen that the R square of the contribution of the independent variables (cognitive, habituation, and exemplary) to the dependent variable (affective) is obtained by 0.194 or 19.4 percent. This means that the three variables only contributed 19.4 percent, the rest (80.6%) was influenced by other variables.

#### **D. Discussion.**

In the previous section, it has been stated that the four hypotheses proposed in this study have been discussed. From the test results, three working hypotheses (H1) were accepted and verified, namely: habituation has an effect on affection, exemplary also has a contribution to affection, and three X variables (habituation, exemplary, and cognition) together have an influence on affection. However, there is one working hypothesis (HI) that is rejected, namely that cognition independently does not contribute to the formation of affection.

From the results of quantitative analysis, it can be stated that aspects of habituation, example, and cognition have a joint contribution to the formation of students' affection. This finding is in line with the results of studies by Lickona (1992), Noddings (2010) that the formation of moral values is influenced by factors of habituation, example, and cognition that can be implemented in the family, community, and school environment. There are several possible causes for this low contribution rate, one of which is perhaps the validity and reliability of the instrument which is still low, because there has not been a test of the instrument used in data collection.

Separate contributions in the aspect of habituation and example to the formation of affection are in line with studies conducted by Lickona (1992), Dewantara (1950), Maksudin (2010), Zubaedi (2009), Mas'ud (2002), Azra (2002), Shower, Gilmore & Banks-Joseph (2008). However, in the aspect of cognition that does not partially contribute to the



formation of affection, this is different from previous studies that have shown that cognition contributes to the formation of affection (Kratwohl, 1974; Schuitema, Dam & Veugelers, 2007).

#### **E. Conclusion.**

Affection has an important position in human life. Therefore, education which has an important role in the formation of affection needs to pay good attention to this aspect. This study found that habituation, exemplary and cognitive have a good contribution to the formation of a person's affection. These three aspects need proportional and integrative attention to a person to get optimal affective learning outcomes according to the level of psychological age he is experiencing. Inaccuracy in giving treatment to a person will have the potential to not maximize the resulting affective learning outcomes.

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