

## Writing Essay with Conservation Contained in Elementary School to Build Positive Character Education About Environment

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### Abstract

Writing is important in the character education of elementary school students. The character education of conservation consists of 11 values, namely religious, honest, intelligent, fair, responsible, caring, tolerant, democratic, polite, tough, and loving the country. The love of the country is meant to love the culture and natural environment around us. Therefore the environment is closely related to conservation education. The observations indicate that in the writing of fourth grade elementary school students the character values of conservation have not showed. This attracts researchers to study more about the implementation of conservation contained of writing learning. The purpose of this study was to find the implementation of writing learning with conservation contents in the character education of fourth grade elementary school students. This research is a descriptive qualitative study. This research was carried out at SD Muhammadiyah (SD M) and SDIT Logaritma (SD L) in Karanganyar, Kebumen. The data collection techniques used was in-depth interviews, observations, and documentation. The results of the study showed that the implementation of learning writing with conservation content is focused on the activities of initiating the learning, activities of managing the learning, and activities of closing the learning activities. In the activity of initiating the learning, all of the fourth grade teachers of Islamic Elementary School in Karanganyar have conditioned students, performed apperception, conveyed goals, provided motivation, and informed the learning activities to be carried out. In the learning management activities, the fourth grade teacher of Islamic Elementary School in Karanganyar did not fully teach in accordance with the Learning Implementation Plan. At the end of the learning activities include concluding the learning that has been done, checking the understanding of students, giving questions about evaluating or giving assignments, and closing the learning with prayer. The conservation character that emerges in the activity of initiating the learning was religious. The activity of managing learning raises honest, intelligent, responsible, tolerant, democratic and polite characters. The activity of closing the learning raises honest, responsible and religious characters.

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## INTRODUCTION

Writing skills in the form of the ability to express ideas, opinions, and feelings to other parties through written language. Writing is one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties (Tarigan, 2008). Writing is a communication skill that is very important in language learning (Ngadda, 2014). Through writing skills, a writer is able to put thoughts into written language through sentences that are arranged in full and clearly so that they can be communicated to the reader. Students who are able to write believe that learning will exert effort to regulate themselves during writing (Hammann, 2005).

Writing is known as one of the important but difficult academic skills. Usually it takes a lot of time for students to master competently and hence tend to be a boring lesson (Togatorop, 2015). Writing skills are very important because writing is a productive and active process of the mind where the author creates meaning (Amutha & Philomina, 2015).

In line with these opinions, the purpose of learning to write there are 3, namely to foster a love of writing to students, develop students writing, and foster the creativity of students in writing. In addition to these three objectives, writing skills should be able to develop the character of students (Abidin, 2016). With regard to this, learning to write must go through various series of activities that show and do/perform their character during learning. Through a variety of challenging activities students are able to work hard actively so that unconsciously students build positive characters that are in themselves during the learning process.

There are two parts of learning to write at elementary school, beginning and advance writing. Beginning writing occurs in the lower classes (grades I, II, and III), meanwhile, advance writing is done in the higher class (grades IV, V, and VI). In advance writing activities, students practice expressing their ideas in writing.

Learning to write in higher grades of elementary school is directed at advance writing

activities. Advance writing activities of students are expected to develop the ability to write in a more diverse form. For example writing stories of experiences contained in student books and 2013 curriculum teacher books after revision. However, the reality of the writing of students has not shown the content of conservation character values.

The value of conservation character needs to be made aware of in students. This is because education has an important role in the development of the quality of human resources and national character. National education is useful in shaping the character and developing a dignified nation's ability and civilization in order to educate the life of the nation. The 2003 Law on National Education System article 3 explains the purpose of national education is to develop the potential of students to become human beings who believe and devote to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens democratic and responsible country. The formulation of education is to foster the personality or character of students.

The research conducted by Syaifudin, Rokhman & Zulaeha (2017) states that the 2013 curriculum should be a momentum to print reliable and resilient human resources. Tangguh is one of the conservation character values that are respected by Unnes. The strong character in the conservation value explained by Ridlo & Irsadi (2012), namely the attitude of not giving up easily to do the task until the results can be accounted for. Strong character is contained in Character Education with Conservation content. The study conducted by Syaifudin, Rokhman & Zulaeha (2017) states that the 2013 curriculum should be a momentum to print reliable and resilient human resources. Tangguh is one of the conservation character values that are respected by Unnes. The strong character in the conservation value explained by Ridlo & Irsadi (2012), namely the attitude of not giving up easily to do the task until the results can be accounted for. Strong character is contained in Conservation Character Education.

Character is a moral or manner that distinguishes someone from others. Conservation character education is an educational effort to develop and sow religious values, be honest, smart, fair, responsible, caring, tolerant, democratic, polite, love the country, and resilient in students to become healthy, superior students, and competitive (Handoyo & Tijan, 2010). Eleven values of character education contained in the character of conservation need to be maximized because the character value is the intersection of 18 characters promoted by the Ministry of National Education in the 2013 curriculum.

The importance of conservation character education in learning is also supported by research conducted by Ridlo & Irsadi (2012). The results of this study, the development of values of conservation-based character education in students can be started from simple things that occur in the effective learning process. The values of conservation-based character education in this study focus more on students. This gives a reference for researchers to analyze writing learning with conservation content in character education for elementary school students.

In this regard, there are other studies that show that the planning of learning to write arguments, MA Syamsul Huda Tegalinggah has integrated the value of character education in the Learning Implementation Plan (Mastiah, Sudyana & Damayanti, 2015). The implementation of character education in learning to write arguments in MA Syamsul Tegalinggah as a whole has implemented the value of character education in the steps of learning. The study focused on the implementation of character education in learning to write arguments to the Aliyah Madrasah students. This makes a reference for researchers to analyze the implementation of character education in writing learning for students in elementary schools.

Some of the research above illustrates the importance of carrying out conservation-based learning writing in elementary schools. Some of the problems above also attracted the interest of researcher to conduct studies on the

implementation of learning writing with conservation contents in the character education of fourth grade elementary school students. The selection of grade IV is due to the class belongs to the category of higher grade with a level of age of 8-12 years which begins to learn to try to experiment, explore, which is stimulated by probing impulses and great curiosity so that it is in the process of forming characters.

## **METHODS**

This study applied a qualitative approach since the data presented was in the form of description. This study used descriptive research. This study aims to describe the implementation of learning writing with conservation content in the character education of students in the Islamic Elementary School of Karanganyar. This study was a qualitative descriptive study. The researcher as a key instrument conducts a series of activities in the field of study starting from preliminary observation, orientation study, and continued with focused study.

The subjects of this study were fourth grade students of SD Muhammadiyah 1 Karanganyar (SD M) and SDIT Logaritma Karanganyar (SD L). The informants in this study consisted of the main informants and supporting informants. The main informants consisted of 2 grade IV teachers and 8 students. Meanwhile, the supporting informants were 2 principal of SD Muhammadiyah 1 and SDIT Logaritma Karanganyar. The data collection technique in this study was conducted by the researcher by using in-depth interview techniques, observation techniques, and documentation techniques. The data analysis technique used in this study was by using the steps of analysis as proposed by Burhan Bungin (2003), namely data collection, data reduction, data presentation, and confirmation of conclusions.

## **RESULTS AND DISCUSSION**

The implementation of learning is an implementation of the Learning Implementation Plan, including opening, core and closing

activities (Permendikbud 2016, Number 22). However, the implementation of learning in the learning writing with character content is focused on the ability of teachers to initiate the learning (opening activities), the ability of teachers to manage the learning (core activities), and closing the learning (closing activities). Each aspect of the learning will be explained as follow.

### 1. Opening Activity

The results of observations in the field show that starting Indonesian learning by doing the same activities. The teacher expresses his greetings, invites students to pray, asks how the students are doing, presents, then conditions students to be ready to learn. However, before students enter the teacher class give students the practice of breakfast in the form of question and answer simple multiplication and distribution. Before students answer correctly about the problem, students are not allowed to enter the class.

The initial activities carried out by both grade IV teachers are almost the same, among others, saying greetings, inviting students to pray, presenting, performing apperception, conducting conditioning, delivering learning objectives, and informing activities to be carried out. Conditioning of students was done by giving motivation so that students are enthusiastic in participating in learning Indonesian. The seating arrangement of students and the motivation given to students is the creativity of each teacher.

Teacher activities which include greeting, inviting students to pray, presenting the presence of students do not include the initial learning activities, but pre-learning activities. Activities that include initiating learning (introduction) are conditioning students, performing apperception, giving motivation, explaining the material to be studied, and conveying the objectives and learning activities to be carried out. The fourth grade teacher of Islamic Elementary School in Karanganyar has carried out activities as mandated by the Minister of Education and Culture No. 22 of 2016 concerning the standard process as explained in the teacher's preliminary activities.

The activity of opening the learning carried out by the fourth grade teachers also has a difference with the public elementary schools around it. A prominent difference in terms of planting character values of conservation in which there are religious aspects. Fourth grade Islamic elementary school teachers in Karanganyar always check students' dhuha and dhuhur prayers, carry out fasting on Thursday, memorize juz amma, recite, check class hygiene, and always provide motivation through interesting ice breaking so students are eager to take part in learning. Islamic grade IV teachers in Karanganyar have high creativity in motivating students and conditioning classes compared to public elementary schools around them.

### 2. Core Activity

The core activities or management of learning carried out by the fourth grade teachers of SD Karanganyar vary, but have the same goal of conducive ongoing learning. Management activities of learning carried out by the teacher include management of the methods used, media use, management of students, and time management.

The fourth grade teacher of SD Islam Karanganyar often conducts learning writing with group discussions. Group cooperation has the benefit of being able to improve students' interacting and confident abilities (Yulianti, Djatmiko & Santoso, 2016). The activities carried out by the teacher during the learning include organizing the division of groups, preparing the tools and materials needed, guiding students to discuss, and asking about the difficulties of students. Before conducting group activities, the teacher first makes careful planning a day/week beforehand to facilitate implementation.

The discussion activity is a discussion of a discourse or material, which is done by two or more people even, discussion is one way to solve problems and seek agreement (Kisworo, Ilyas & Kriswanto, 2016). This is in accordance with the group discussion activities conducted by fourth grade students. The group discussion activities carried out made the students honest and objective to write the results of the discussion

with their friends and dare to honestly express their opinions. Results of group discussions through write supporting ideas and main ideas as in Figure 1.

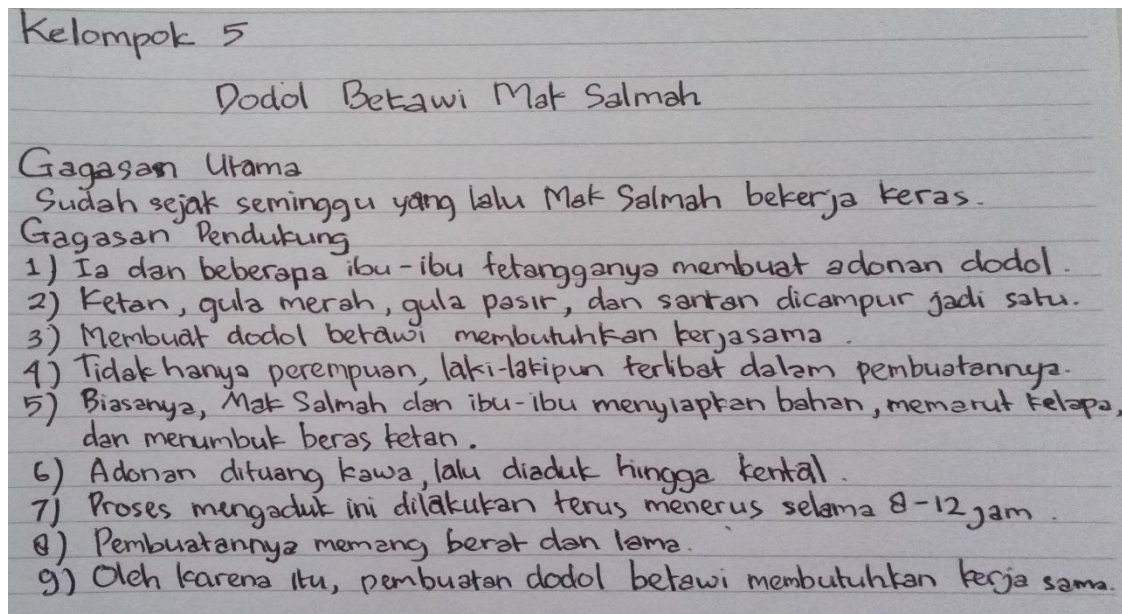


Figure 1. Results of Group Discussions Through Write Supporting Ideas and Main Ideas

The intelligent character that is expected to be possessed by students in group discussions is that students can solve the problems posed by the teacher. This intelligent character should not only be developed in Indonesian subjects, intelligent character development must be integrated in all subjects in school (Kustini, 2017). The polite character raised in group discussions is to speak politely and correctly when expressing opinions to other students. This was reinforced by the statement that polite behavior is not an attitude that appears suddenly, but needs to be taught to children (Permadani, Kartono & Usada, 2016).

Tolerant character that is integrated in this learning is respecting the opinions of other students, accepting suggestions and criticism in a generous manner, working together in groups, and behaving well according to the norms taught by fourth grade teachers. The democratic character that emerges when group learning in the classroom is using deliberation guided by a fourth grade teacher to reach consensus. Deliberation as a joint discussion with the intention of reaching a decision on resolving common problems is a feature of democracy (Rahman & Supriyadi, 2015).

After all the students have conducted discussion, the management of learning carried out by grade IV teachers was to ask students to present the results of the discussion in front of the class. The activities carried out by other groups were listening and matching the results of the discussion. Do not stop there, the teacher also asked each group to post the results of the discussion on the display board. The purpose of this is so that students dare to always remember the material taught today. The teacher also provides opportunities for students to ask. One way to instill the character of honesty in children is through education in schools (Lusiana, 2012). Grade IV teachers also teach students to ask questions about integrating honest conservation values. Honest is the attitude of students who say according to the actual situation.

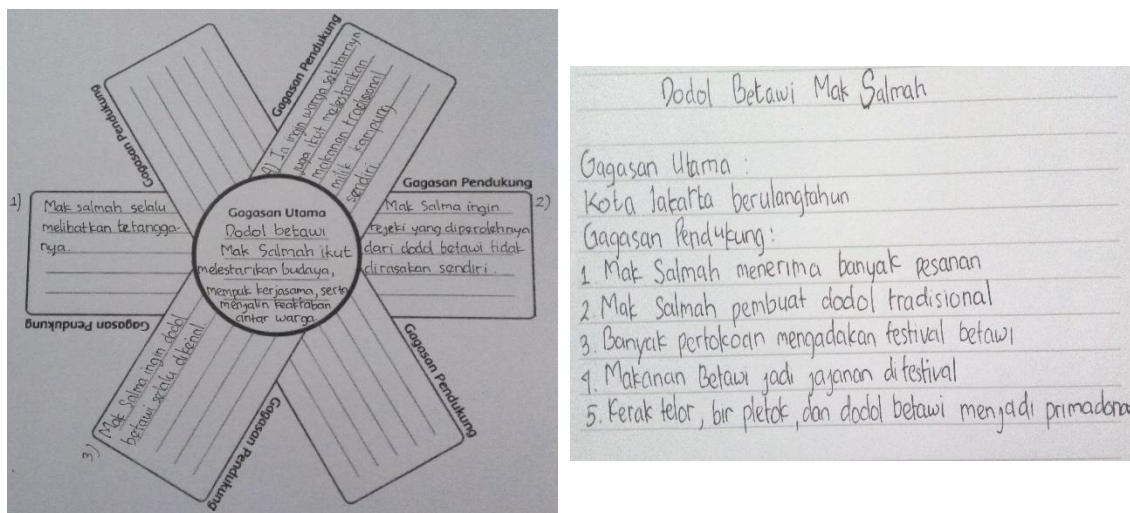
In addition to honest conservation character values, the teacher also teaches students to be fair. The fourth grade teacher who saw the fight between the students did not side with anyone and immediately dissolved. Fair is to give equal rights to students. Fair as students, namely students behave or defend objectively/correctly in solving problems.



There are a number of things that are different from the learning done by fourth grade teachers in SD (M). Teachers do not always use media in implementing learning. However, there is real media used in the form of traditional food that is brought by each student. Sudjana as quoted by Nadlah (2012), that real objects can play an important role in an effort to improve the teaching and learning process, because the use of real objects in teaching has several functions: introducing units, explaining the process, answering questions of students. Each student is given the task to write a paragraph that describes the traditional food that he brought. Before

learning begins, students have been conditioned in their respective seats face to face. In this study the teacher applied the refer method. The teacher reads the text in the book while the students listen and then write the main ideas and supporting ideas in their assignment book.

Another writing learning applied by fourth grade teachers at SD Islam Karanganyar is to use LCD to display images and text in the classroom. This makes it easy for students to read and understand the meaning of the text independently. Results of the listening method and using LCD continued write supporting ideas and main ideas as in Figure 2.



**Figure 2.** Results of The Listening Method (Left) and Results of Student Writing Learning Using LCD (Right)

The teacher always instills discipline, responsibility, and Islamic values during learning. For example, when students do not collect assignments, students are reminded and recorded in their names. The teacher does not scold the students, instead inviting other students to pray that their friends do not forget to collect assignments.

In managing this learning, the character value of responsibility instilled by the teacher is one of the character values of conservation. The expected character of responsibility in each learning is that students always do all the tasks given by the teacher well. In addition, students also always follow learning well, attend class on

time, and obey the rules agreed upon by the teacher.

During the learning to write with the character of conservation, there are some students who talk with their friends and do not pay attention to the explanation from the teacher. The teacher immediately reprimands the students so as not to disturb the concentration of other students. The way the teacher does it is to condition the students in addition to "hands claps of character" that is singing national compulsory songs and folk songs and simple brain exercises so that students are also more concentrated. Conditioning students with brain gymnastics is the right choice because through brain exercise

students tend to write more words (Ocampo, Varela & Ocampo, 2017).

One of the way for fourth grade teachers to sing folk songs is to shape the character of students. Character education in schools can also be provided through extracurricular activities, such as forming group vocals that are trained to sing folk songs and national songs (Kumyati, Zulaeha & Sarwi, 2015). The teacher also gives oral questions to students and gives students the opportunity to ask questions.

Some of the above explanations conclude that Islamic Elementary Schools in Karanganyar Subdistrict have managed writing learning with conservation content including variations in learning methods, classroom conditioning, conditioning of students, time management, and planting values such as religious, honest, intelligent, fair, responsible, caring, tolerance, democratic, loving the country, tough and polite. Grade IV teachers in Karanganyar do not always use learning media.

SD Islam Karanganyar sub-district has managed the allocation of writing learning time contained conservation characters well. The learning activities at the 2 favorite elementary schools in the Karanganyar were completed on time. The ability of grade IV teachers to manage the class is in accordance with what was described by Rusman (2011), that managing the classroom is an effort by the teacher to create a conducive classroom atmosphere for learning. In addition, Teachers who master classroom management skills can create positive responses to students (Azizah, 2017). The ability of the teacher in managing the class includes instilling cooperation, discipline, classroom arrangement, and seating arrangements for students. Islamic elementary school in Karanganyar District in managing learning is carried out with high discipline. The agenda of the activities of students in the school has been packed for useful things, but does not reduce the time students play and rest. High patience from the teacher is also done during class conditioning.

### 3. Closing Activity

The classroom teachers end learning by providing reinforcement to students about the results of group discussions. The fourth grade teacher also concluded the discussion material that had been discussed by the students. The teacher does not always provide evaluation questions at the end of the lesson. The teacher only checks the students' security through oral questions. The teacher closes the lesson by inviting students to read "hamdalah" together.

Another activity carried out by grade IV teachers in ending learning is to ask students to collect answers to the problem exercises that are done independently in the task book. After that, ask about things that are not yet known to students. Furthermore, the teacher invites students to pray and allow students to be ready to leave the class. The teacher also does not forget to remind the assignments that have been given for tomorrow's meeting.

At the end of the learning activity the teacher integrates on the character values of conservation, namely honest, responsible, and religious characters. Honest character can be seen from giving independent tasks that are given to students without being reminded of all the students who do not copy the work of other students. The character value of conservation responsibility is reflected in students who collect tasks in a timely manner to the teacher. While the religious character lies in the students who together pray and memorize short letters before returning to their homes.

Based on the explanation of the findings above, the final activity carried out by grade IV elementary school teachers in Karanganyar Subdistrict in ending writing learning contained the same conservation character, namely concluding learning carried out today, checking students' understanding, giving evaluation questions, giving assignments, then closing with prayer. The activity of ending the learning carried out by Islamic Elementary Schools in Karanganyar sub-district is generally the same as other SD Negeri, but when concluding the lessons learned, Islamic elementary school teachers always associate with Islamic values.

Sometimes there are students who ask for material that has not been understood by connecting up-to-date news. The way teachers do to answer these problems is to read books and use the internet at school.

The following table presented the results of the recapitulation of learning writing with the character of conservation in the favorite Islamic elementary school in Karanganyar at the implementation stage of learning in table 1.

**Table 1.** The Recapitulation of the Implementation of Writing contained Conservation Character

| Aspects reviewed                                    | Results  | The value of conservation character appear                                |
|---|--|---|
| The activities of initiating the learning (opening) | In the initial activity, all teachers have conditioned students, performed apperception, conveyed goals, motivated, and informed the learning activities to be carried out   | Religious   |
| The activities of managing the learning (core)      | Class management includes the use of variations in methods and media of learning, class conditioning, and conditioning of students, time management, and the planting of values such as honest, intelligent, fair, responsible, tolerant, democratic and polite. The learning steps taken by the teacher are not fully in accordance with the Learning Implementation Plan | Honest, smart, fair, responsibility, tolerance, democratic, and courteous |
| The activities of closing the learning (closing)    | The final activity includes concluding the learning done, checking the understanding of students, giving questions about evaluating or giving assignments, then closing learning with prayer   | Honest, responsible, religious  |

The opening activities carried out by fourth grade Islamic elementary school teachers in Karanganyar sub-district emphasize the character values of religious aspects and have high creativity in motivating students. At the core activity shows the activities of students accompanied by conservation character values even though they are not in accordance with the Learning Implementation Plan and do not always use learning media. The closing activities carried out by class IV Islamic elementary school in Karanganyar run in an orderly manner and also show honest, responsible and religious conservation values.

## CONCLUSION

The implementation of learning writing contained conservation in the character education of fourth grade Islamic elementary school students in the Karanganyar sub-district is focused on activities starting with learning, managing learning activities, and ending learning activities. In the learning management activities the fourth grade teacher of Islamic Elementary School in Karanganyar did not fully teach in accordance with lesson plan. That is because the existing lesson plan with learning steps when learning takes place is different. In addition, the learning media listed in the lesson plan and when learning is carried out are also different.

Characteristics of conservation that arise in the opening activities is religious. The activity of managing learning raises honest, intelligent, responsible, tolerant, democratic and polite characters. The activity of ending learning brings up an honest, responsible and religious character.

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