

Analysis of Social Literation Concepts in IPS Materials 2013 Curriculum

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Abstract. This study aims to determine the concept of social literacy in thematic textbooks class IV theme 8 (the area where I live). social literacy is the ability of a person to be able to live and contribute to society which includes intellectual skills, social skills, cooperation skills, and social attitudes and values. In the 2013 curriculum for Grades I to class III, social studies material is integrated into other learning material content. The learning content includes Indonesian, PPKn, PJOK, and SBdP. Whereas at grade IV to grade VI the social studies material content is independent, but the learning process is carried out in an integrated thematic manner with Indonesian language content, PPKn, PJOK, and SBdP. The method used in this research is descriptive qualitative method. The data collection technique in this research is a documentary study (documentary study). The tectic of data analysis used in this research is content analysis. The results of the study show that social literacy which includes intellectual skills, social skills, cooperation skills, and social attitudes and values are contained in the thematic textbooks of class IV theme 8 which are included in reading texts, discussion activities and practice questions. So that the concept of social literacy contained in the thematic textbook of class IV theme 8 can be said well because it is contained in the materials and activities in it.

Keywords: Social literacy concept, social studies, material content.

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INTRODUCTION

Social interaction is an important factor for every being, especially humans, both in the family and social environment of a broader nature. This is based on the learning process, so that with social interaction humans have the opportunity to display existence in their social sphere. Therefore, the position of social science is unavoidably important, because of its role in developing the social attitudes of students. Based on the description above, social attitudes for students need to cultivate the values contained in social science education. In general, social education looks stagnant or boring in the learning process at school, so that its existence is ignored and does not become factor important. Therefore, learning social education looks boring and does not encourage students, because in it the learning process is only memorized not understanding learning.

Seeing that Education continues to develop until now which is dynamic, it becomes a necessity. There is an ability that characterizes this 21st century education, namely the possession of literacy skills, so that building literacy for students must absolutely be fought for and in grow. As Gumperz (2006) revealed that entering the 21st century literacy is the goal of education, because with these abilities the qualities possessed by students will develop. In addition, the concept of literacy cannot only be interpreted grammatically, but literacy must be interpreted as the ability of students to understand and interpret concept and as well as context. This is in line with Bearne (2003) revealing that literacy as a tool for the development of cultural literacy, so that it can be applied in the context of that culture. Furthermore, Unesco (2006) revealed that literacy is the process of acquiring knowledge and skills, so that in the end these knowledge and skills are useful for learners. Based on the description above, it can be concluded that literacy for students must be contributed to life, not just having knowledge, However, students are able to do so based on social values.

Talking about social literacy, it can be said that the skills of students in integrating all the knowledge they have in the context of life. This is in line with what Arthur & Davison (2000) expressed in terms of the literacy of a set of learners' abilities to relate to other individuals, so as to interpret all the social problems they face. In addition, Lgleysteen (2018) said that social

literacy ability is an individual's ability to relate to people around him, in which intextual, emotional, and social. Based on the description above, social literacy skills can be used by students in life, and are able to contribute optimally. Concretely, this social literacy ability can be seen in learning, especially in learning social education in elementary schools.

From the urayan above, we understand that social literacy skills are very important to be mastered in order to support the lives of students in society in the future. In the book Ki Hajar Dewantara said that the depravity of education at this time was the handiwork of education in the past, to educate the public was to educate children through quality education. Thus a powerful way to educate the public is to educate the children whom they later grow up and become part of society. Another phenomenon in society is the lack of concern for the younger generation with their social life. Many generations now do not care about their surroundings plus the presence of gaged in their midst which makes them more indifferent to the values and social concerns in society. With low concern, it makes there is less sense of community and cooperation in solving social problems that arise in society. Where cooperation is one of the important indicators and aspects of social literacy skills.

The existence of the above case, is because it is not a problem on one side only, but the case must be interpreted as a failure resulting from the process of education, because p Education is a collection of components in which there are teachers, parents and various policy making systems. Mas'ud (2003) revealed that as a teacher, he must act as the best model for students, be it in a school environment. Based on the description above, it can be concluded, in order for good education to occur and be able to grow social literacy for children, it must compile the components that it meets the objectives, teaching materials, models and evaluation of learning.

In this study, researchers will not examine the existence of teachers in learning, but rather emphasize the learning material. As for learning materials in elementary schools, in the form of books, books become important faktor in the learning process. therefore, the book has specifications to provide information, knowledge and so on. As for the rules in the preparation of teaching materials or books, it has been completely determined by the National Standards Board for Education, there is stated regarding the feasibility of a learning textbook. Jamaludin (2009) revealed that books used by students in Indonesia have been lagging behind modern education for 50 years. Based on the description above, it can be concluded that, the urgency of the book as teaching material, is not an important concern, so that its modification and novelty are not noticed by penjury.

In addition, in the Regulation of the Minister of Education and Culture No. 71 Article 1 of 2013 concerning textbooks in the 2013 curriculum, there are two books, namely textbooks and teacher guidebooks. The function of textbooks as a learning resource to achieve core and basic competencies, while teacher's manuals diffuse as learning strategies, methods and learning techniques. Therefore, the achievement of students in learning is determined by the quality of the textbook. Based on the description above, it can be concluded that success in learning in schools, must pay attention to the suitability of the material with the content of the curriculum, the collapse of the material and the breadth of the material. Based on the description above, it can be concluded that if the textbook with the curriculum used by students is low, then it can be ascertained that competence is difficult achieved. In this study, researchers here tried to analyze the teaching materials or thematic books, focusing on social literacy skills in grade IV elementary school social studies materials. By using the content or content analysis method to find out the extent to which social literacy skills are developed in teaching materials in the form of thematic books used by grade IV elementary school students based on the 2013 curriculum.

METHOD

The method in this study uses the content analysis method. The approach is qualitative. As Ibrahim (2015) revealed that qualitative research refers to the description of words and sentences described, which are carefully and systematically arranged, both from the stages data collection, interpreting data and reports on research results. Abidin (2011) revealed that qualitative research has a specification of the first objective of describing and revealing. In addition Frankel & Wallen (2007) revealed that the motto of content analysis can be said to be a

technique used, to examine human behavior indirectly, through analysis communication that includes textbooks, essays, novels, magazines and other types of communication.

Related to the description above, content analysis can be said to be a research tool on a content that is a ktual. It is used as a positioning of words, concepts, themes, phrases, and characters. The method of content analysis according to Krippendorff (in Lavrakas, 2015, p. 233), content analysis is a research technique that makes it replicable and valid conclusions from text or other meaningful material in the context of its use. There are six important components to carry out content analysis methods in qualitative research, namely as follows: 1. Listing all relevant qualitative data sources, including text, images, video, audio, graphics, and symbols. 2. Is a systematic method, which is driven by processes. 3. Draw meaningful interplays or conclusions from data based on real and latent content. 4. Contextual, that is, it depends on the context in which the information is extracted to give meaning to the data. 5. Reduce one qualitative unit of data to a manageable level while maintaining critical content. 6. Identify patterns and themes in the data that support or disprove existing hypotheses or reveal new hypotheses. Research design is a design on how to collect and analyze data so that it can be carried out effectively and in line with the research objectives to be studied (Nasution, 2009).

THE INSTUMENT

This study uses instruments used to collect data, instruments used table indicators of social literacy skills, which have been validated by experts in table 3.1 against class IV thematic books theme 8 (The area where I live). Sugiyono (2018) revealed that two main things in influencing the quality of research data, these two things are research instruments and their quality.

Table 1. of social literacy indicators (Jarolimek, 1986)

No	Aspects	Indicators/Items
1	Intellectual Skills	Identifying issues
		Designing hypotheses
		Analyze data
		Distinguishing facts and opinions
		Formulating causality
		Propose perspectives
		Submit consideration and make a decision
2	Social Skills	Social empathy
		Self-control
		Exchanging ideas and experiences
3	Cooperation Skills	Taking on a role
		Participate in groups
		Making group decisions
4	Social Attitudes and Values	Understanding the prevailing values in society
		Making decisions with value in mind
		Knowing human rights
		Having loyalty as a citizen
		Develop respect for the ideals and heritage of the nation
Develop a sense of brotherhood among human beings.		

RESULTS

This study analyzes the concept of social literacy in the thematic textbook of class IV theme 8 (My Area of Residence). Step by step has been carried out, the results of this research are

expected to be useful for contributing to education in Indonesia as a form of researchers' awareness of educational dilemmas in this country, especially in the aspect of social literacy which is very useful. In addition, it is hoped that the spearhead of education can be more concerned about the social skills that can be developed in every student's learning.

Content of Social Studies Material in Thematic Textbooks Theme 8 (Area Where I Live)

In the curriculum found in 2013 in elementary schools, social studies content learning is not presented in all levels of grades I to VI, but grades I to III social studies learning materials began to be integrated into the content of other learning materials. The learning content is like Indonesian, PPKn, PJOK and SBDP. Meanwhile, in the Class IV to VI levels, the social studies material stands alone. This is in line with Utami & Putra (2017) which revealed that the implementation of thematic learning carries out learning such as subject content simultaneously on one theme, but the material of each content cannot be separated from the basic concept of the subject matter of the subject matter. Therefore, the material must be packaged in an integrated manner in thematic learning, but the content of the subject is still delivered.

In general, the scope of social studies subjects in elementary schools (SD)/madrasah ibtidaiyah (MI) includes aspects including (1) people, places, and environment (2) time, sustainability, and changes in (3) social and cultural systems (4) economic behavior and welfare. The researcher's findings in the thematic textbook theme 8 (the area where I live) regarding the content of social studies material describe or contain social studies material about the local environment of an area and mapping an area using maps, the appearance of nature in the environment and the relationship with social and cultural diversity, economic activities in a complex environment that are influenced by the distribution of natural resources, diversity of ethnic groups and local culture, historical relics and figures of heroism and patriotism in the environment.

Material that describes the local environment of the area and mapping of an area using a map is found in subthemes 1 and 2. In subtheme 1 (my neighborhood) is in learning 3, 4, 5 and 6. In sub-theme 2 (the uniqueness of the area where I live) is found in learning 1, 4, and 6.

Then in the material that describes the appearance of nature in the environment and the relationship with social and cultural diversity is found in subthemes 1 and 2. In sub-theme 1 (my living environment) there can be in learning learning 4 and in subtheme 2 (the uniqueness of the area where I live) there is in learning 1.

The content of material on economic activities in the environment that is influenced by the distribution of natural resources is found in subthemes 1, 2, and 3. In subtheme 1 (my neighborhood) is found in learning 3 and 4. Subtheme 2 (the uniqueness of the area where I live) is found in lesson 4. Sub theme 3 (proud of the area where I live) is in learning 3 and 4.

The content of the material on the diversity of ethnic groups and local cultures is contained in subthemes 1, 2, and 3. Where in subtheme 1 (the environment where I live) there are learning 1, 2, 3, 4, 5, and 6. In subtheme 2 (the uniqueness of the area where I live) there is learning 1, 2, 3, 5, and 6. Then in sub-theme 3 (proud of the area where I live) is found in learning 3, 4, and 5.

And in the material content about historical relics and figures of heroism and patriotism in the environment contained in subthemes 1 and 2. In subtheme 1 (the uniqueness of the area where I live) there is in learning 2 and learning 6. Then in subtheme 2 (the uniqueness of the blood where I live is found in learning 1, 4, and 5.

The Concept of Social Literacy in Thematic Textbooks Theme 8 (The Area Where I Live)

1. Intellectual Skills

In the aspect of performance, several indicators are included, namely (Johnson, 1997):

a. Ability to Identify and Define Issues

The ability to identify and define Issues appears in thematic textbooks of theme 8 (the area where the team is located) in the form of assignments or questions and in the form of student reading texts. This is in line with the argument according to Barry Jones and Chase in (Regester, Michael, and Larkin. 2003) the issue is an unsolved problem and a decision is ready to be made. The questions or questions contained in the thematic textbooks analyzed refer to aspects of solving the problem. Polya (2010) states problem

solving is a basic human activity. In fact, a large part of our conscious mind is concerned with problems. The problems that are expected to be solved by students when referring to social literacy skills certainly concern students' social problems in their lives. Jenssen (1992) social problems are the difference between expectations and reality or as gaps in existing situations with supposed situations. Thus, students will have the necessary abilities to survive with social climate change and have the ability to solve problems in their environment in the wider community.

b. Ability to Draw Conclusions

The ability to draw conclusions in the thematic textbook theme 8 (the area where I live) is contained in questions, discussion activities and observing activities. Where students are asked to draw conclusions either based on existing information or from reading texts. This is in line with what Diwjananti & Yulianti (2010) revealed that in drawing conclusions, it starts from mental processes organized through analysis, interpretation of data and Discuss

c. Students' Ability to Analyze and Systemize Data

Students' ability to analyze and synthesize data is found in observing activities. One of them is found in sub-theme 2 (uniqueness of the area where I live) learning 1 page 61, where students are asked to observe several pictures including pictures of the Yogyakarta Monument, Prambanan Temple, Grebek Maulud Traditional Ceremony and andong transportation. Each region has its own uniqueness. Students are asked to write down the uniqueness of their area of residence. Agustyaningrum (2015) revealed that the ability in analysis and synthesis can be said to be the ability to examine and decompose a number of information provided into new information. Based on the description above, this analytical and synthetic ability always involves interpretation by uniting various elements, so that a comprehensive pattern is formed (Sanderayanti, 2015).

d. Ability to Discern Facts and Opinions

The ability to distinguish facts and opinions in this thematic textbook has not been very visible either in questions, reading texts or in other activities. However, in distinguishing facts and opinions, it must be accompanied by students' previous understanding and learning experience. As in the student's reading text about the uniqueness of other regions, it turns out that each region has its own uniqueness, it contains facts about the uniqueness of the local area. Therefore, Sanderayanti (2015) revealed that in looking at the data and experiences that occur, students always carry out an evaluation process, because students provide arguments and make judgments and calculations of reasoning results.

e. Students' Ability to Formulate Causal Relationships

Students are already able to formulate causation, so at the age of 7 they already have it. As Papalia, Sally & Ruth (2015) revealed that 7-year-old learners begin to be able to have causal relationships, use mental operations and solve concrete problems, then it is possible to call Back to his comprehension. In addition, in subtheme 1 of lesson 3, the question "why is the livelihood of the population different from the place of life? Therefore, the mentality of students in solving problems and developing students' abilities in analyzing them. Based on the description above, the ability to analyze that students have, is one of the impacts, so that students are able to examine and decipher information (Agustyaningrum, 2015).

f. Students' Ability to Express Opinions from Different Perspectives

The ability of students to express opinions from different perspectives can be found in discussion activities. However, the activity of expressing opinions in different perceptions has not been clearly seen. However, this may occur during the delivery of observations or group discussions. Because in this activity, students can express different opinions or different findings from the activity. This is in line with the napa expressed by Sapriya (2015) revealed that the ability of students, by doing opinions, is

indeed very necessary, especially with diverse opinions, That way everything is collected regardless of the positives or negatives.

g. Students' Ability to Make Value Considerations in Making Decisions

The ability of students to make value considerations in making decisions is found in thematic textbooks on practice questions. One of them 85 is found in subtheme 2 (the uniqueness of the area where I live) learning 5 page 106. The question is "does your penchant bother others? How can your passion not disturb others?". Looking at these findings, the values in the thematic textbook theme 8 (the area where I live) are decisions with substance values. Sapriya (2015) argues that substantial value departs from the beliefs possessed, so that with this understanding the process of institutions and rules that apply in society.

2. Social Skills

Interpreting social skills is as a result of the interweaving of communion and attitudes that are maintained. As Elliot & Gresham posits that social skills as concrete perikaku, which results from positive interactions (in Rao, Beidel & Muray , 2008).Therefore , the impact of social skills includes certain attitudes, which involve the individual in social relationships (Gresham, Sugai & Horner, 2001).

a. Social Sensitivity

On Indicators about social sensitivity are found in many reading texts in thematic textbooks theme 8 (the area where I live). As in the uniqueness of other regions with the question or task of finding and observing the uniqueness of the area where they live is a manifestation of social sensitivity itself. In addition, social sensitivity is also seen in group discussion activities and the division of tasks in groups. Indirectly, students will receive a group division whether determined by the teacher or not.

b. Students' Ability to Control Themselves

At the age of 11, students are able to express conflicting attitudes, so that students in 8 years old can bring out positive emotions and negative at the same time (Papalia, Sally & Ruth, 2015). Meanwhile, the findings produced by researchers, in the ability of students to control themselves, are seen by gambling in thematic textbooks, especially theme 8. Therefore, students who are able to manage their own emotions, will have awareness, so that they can accommodate the expression of perceived emotions (Goleman, 2000).

c. Brainstorming and Experiential Skills with Others

The skill of exchanging ideas and experiences with others is found in cooperation activities with parents, this activity is mostly found in learning activities as student tasks at home. In addition, in group activities it is very possible for students to have experiences. This is in line with what Jacoben, Eggen & Kauchak (2009) expressed in relation to the lesson, it is important considering that learners stimulate ideas.

3. Cooperation Skills

Regarding cooperation, it can be said to be a series of student activities in learning, in order to achieve quality learning. As Arifin (2015) revealed that cooperation is a skill to achieve good results, so that mutual assistance is established towards activities. Therefore, the role of these skills is an important aspect, but see in the book the absence of the skill aspect of cooperation, which is contained in the activity. For example, group activities carried out by students.

a. Ability to Take Roles in Groups

The findings obtained regarding the ability to take a role in groups in the thematic test book analyzed are found in group activities or activities that require students to discuss in groups. One of them is in the group experiment activity in subtheme 1 (my neighborhood) learning 2 page 19, where students are asked to do an experiment "pushing the table alone and with the theme". Indirectly, these activities lead students to take their role in the group.

Cooperation Skills are a characteristic of knowledge possessed by students, where by doing cooperation students participate and exchange knowledge with their friends.

Coley revealed that if Cooperation arises, then individual knowledge and self-control are well maintained in joint work (in Arifin, 2015).

b. Participate in Making Group Decisions

Regarding participation, students are required to be able to interpret and understand problems. As Jacob, Eggen & Kauchak (2009) revealed that the participation of learners in making decisions in discussions, so that the discussion pays off and develops the knowledge of learners both cognitive, affective and psychomotor aspects.

4. Social Attitudes and Values

Attitudes and values can be said to be important aspects of individual behavior, so that the relationship between attitudes and behaviors, is largely determined by two things including motivation and opportunity. Therefore, individuals have the spirit, in order to think about objects, attitudes always influence behavior.

a. Knowing the General Values That Prevail in Society

The researchers' findings regarding the general values prevailing in society are seen in thematic textbooks in story texts and student reading texts. One of them is in subtheme 3 (proud of the area where I live) learning 1 page 128, there is wisdom that students can take from the text of the story entitled "geese and golden eggs".

b. Making Decisions That Involve Two Choices Based on Value Considerations

Based on the researchers' findings in the thematic textbook, there is a question about page 106 subtheme 2 (the uniqueness of the area where I live) learning 5 "does your friend's passion benefit you and your surroundings? If there is a manfaay, what are the benefits?". From these questions students are asked to make decisions that have two options (useful and not useful).

c. Knowing the Human Rights Guaranteed by All Citizens

In the Class IV thematic textbook theme 8 (the uniqueness of the area where I live) there is material on human rights guaranteed by all citizens. There is a discussion activity in this thematic textbook, which is located on page 146 of subtheme 3 (proud of the area where I live) learning 3. There is a sentence "individual characteristics in Indonesian society are of various types including physique, type of passion, occupation, race, ethnicity, knowledge, and religion or belief". By learning about the uniqueness of their area of residence and the diversity of characteristics of Indonesian society, it is hoped that it can increase students' love for this nation and country.

d. Developing Respect for the Ideals and Heritage of the Nation

Regarding ideals and developing respect for the nation, this is stated in the 1945 Constitution, where the ideal as a nation is unity in the midst of existing differences. As Abdulkadir (2005) expresses ideals as desires that need to be achieved by struggle. Therefore, with the differences that exist, it does not demand the possibility of different slogans but still one goal is created. Thus, the findings received and analyzed regarding the ideals and cultural heritage of the nation in the student textbook subtheme 1 (the environment where I live) learning 2. The find was in the form of a child named Edo who sang his native folk song "Yamko Rambe Yamko".

e. Developing a Sense of Brotherhood Among Humans

As for the researcher will develop a sense of brotherhood of human beings, this can be seen in the reading text that reads "we sesame Indonesian citizens want to respect each other for differences based on the character of society". Therefore, there will be many benefits of having a diversity of characteristics in society, so that students can learn to tolerate each other. As Arthur & Davison (2000) revealed that social literacy can be said by students to understand social problems, where they understand social problems and help solve them.

CONCLUSION

Based on the results of research on the analysis of social literacy skills in the 2013 social studies curriculum material, it can be concluded that:

- a. The content of social studies material contained in the thematic textbook of class IV theme 8 (the area where I live) in learning in the 2013 curriculum in elementary school, the content of social studies material is not presented at all levels of grade I to class VI, but in class I to class III the social studies material is integrated into the content of other learning materials. The learning content includes Indonesian, PPKn, PJOK, and SBdP. While at the level of class IV to class VI the content of social studies material stands alone, but the learning process is carried out thematically integrated with the content of Indonesian, PPKn, PJOK, and SBdP. Regarding the content of social studies material describes or contains social studies material about the local environment of an area and mapping an area using maps, the appearance of nature in the environment as well as the relationship with social and cultural diversity, economic activities in the environment that are influenced by the distribution of natural resources, the diversity of local ethnic and cultural groups, historical relics and figures of heroism and patriotism in the environment.
- b. The concept of social literacy contained in the class IV thematic book theme 8 (My Area of Residence) there are several concepts that are not directly contained in the material such as in the aspect of material cooperation skills this material is implied in the activities carried out by students in groups.

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