

Humor Cartoon-Based Integrated Thematic Learning Model for Character Education in Elementary School

Darmansyah

Instructional Technology Study Program, Faculty of Education

Padang State University

Email: darmansyah2013tp@gmail.com

Abstract

Adolescent moral crisis that occurred today in Indonesia has caused tremendous concern to the sustainability of human future development. The government decided to design and implement a new curriculum in 2013 which is more oriented character education in the learning process. Development of an integrated thematic learning model based humor cartoon aims to produce an effective learning model, innovative and fun for students to improve the quality of character education in elementary schools. This study uses a model development AIDM (Alternative Instructional Design Models) with the subject and location in SD 08 Surau Gadang, Nanggalo, Padang - Indonesia. Data were collected by interview; observation and documentation were analyzed with descriptive quantitative and qualitative techniques. After going through the process of designing, development and evaluation by expert validation of this model had a good degree of validity. Based on initial implementation stated that some modeling exercises and character education in schools conducted by using images of humor cartoon as a medium that shows an excellent level of practicality. The effectiveness of the product revealed that this model shows some character values are the discipline of time, care for the environment and honesty; had given good results.

Keywords: *Learning Model, Integrated Thematic, Humor Cartoon, Education, Character, Elementary School*

Introduction

Character education is very important and necessary in life. Character education based on the belief that development of ethical, social and emotional learners as important as academic achievement. Suyanto (2009) stated that the character is a way of thinking and behaving that characterizes each individual to live and work, both within the family, community, nation and state. Individuals are individuals of good character who can make decisions and be ready to account for any consequence of its decision.

Risk factors for the failure of children in school is not on the intelligence, but on the character, which is self-confidence, ability to work together, social skills, ability to concentrate, empathy, and

communication skills. A Nebraska survey published in the journal by Fritz, et.al. (2004) reveal that character education has given a difference in the lives of students. A total of 85% were reported to have an overall positive behavior in children being taught about character, 73% of students increase confidence, respect, responsibility, fairness, caring, amounting to 75% of students were able to change their own behavior as a result of the teaching of character, 61 % an increase in the frequency of the nature of mutual aid, a decline in the frequency of blaming others (55%), and a 50% increase in the frequency of honesty.

Lickona (2013) explained some of the reasons for character education, among others: (1) The number of young people hurt each other due to lack of awareness on moral values, (2) Provide moral values in the younger generation is one of the most

important functions of civilization, (3) The role of the school as an educator character becomes increasingly important when many children get little moral teaching from parents, community, or religious institutions, (4) the persistence of moral values that is universally accepted as attention, trust, respect, and responsibilities, (5) Democracy has a special need for moral education because democracy is the rule of, for and by the community, (6) Nothing as a value-free education. School teaches a value-free education. Schools teach values everyday by design or without design, (7) commitment to character education is important when we want and continue to be a good teacher, and (7) Effective character education makes schools more civilized, caring society, and refers increases in academic performance. The reasons above show that character education are important part to anticipate problems in the future.

Dennis Coon in his book *Introduction to Psychology: Exploration and Application* (in Wibowo: 2013) defines the character as a subjective assessment of the person's personality is related to personality attributes that may or may not be accepted by society. The character is an absolute answer to creating a better life in society. This definition is more directed at how the quality of a person's behavior is visible from the outside through the judgments of others. Despite the judgments of others are subjective, but the behavior is based on personality characteristics that seem, moral and ethical person.

Several other studies also show a positive contribution to the character education human being quality. Berkowitz from the University of Missouri-St. Louis (2005) revealed an increase in student motivation in academic achievement in schools that implement character education. The classes are comprehensively involved in character education showed a drastic decrease in negative behaviors that can impede academic success. Benninga (2003) revealed that positive correlations were

found between three specific character education indicators and the total character education score and higher scores on California's API and the percentage of students scoring at or above the 50th percentile on the SAT9.

Indonesia's current situation is in desperate need of proper policy and fast in character education. Many people are starting to worry about the moral condition of the nation. In fact it has been argued that the implementation of character education in Indonesia previously considered to have failed in shaping the nation's dignity and authority. The rise of the various sexual cases on abuse to children and the increasing cases of juvenile delinquency are indicators failure of character education. Data issued by the National Commission for Child Protection on sexual violence against children in schools is ranked second after the sexual abuse of children in the home.

Data and facts about the case that moral violations are also concerned about the media release. Cases of complaints of violence against children during 2012, approximately 60 percent of the total complaints (about 2,637 complaints) are a case of sexual assault. The rate among adolescent drug users in Indonesia is also very alarming. The National Narcotics Agency (BNN) revealed that, in the case of drug abuse continues to rise among teens, from 2.21% (4 million people) in 2010 to 2.8 (about 5 million people) in 2011. Sexual promiscuity would lead to the increase of HIV / AIDS was ranked second followed by third place on brawl between students.

Experts and practitioners agree that the data presented above is only a small portion of the tip of the iceberg and ethics law violation cases revealed by the media. Most of the others do not come to the surface because of various reasons. The experts also agreed that the emergence of cases of violence, sex, drugs, sexual harassment, violations of the laws and norms that is because the nation no longer has the spiritual strength of religious, moral

values, ethics, personality, high self-control. Character values are rooted in the religious culture of Indonesia is not optimally internalized in the life of the nation.

Observed phenomena that occur as described above, of course, steps need to be taken quickly and precisely, considering the situation was an emergency. Implementation of character education should be the main focus in education policy. Through systematic character education a child will be emotionally intelligent. Emotional intelligence is an important provision to prepare the child's future. Someone will be easier to successfully face all kinds of challenges if emotionally intelligent life, including in the academic field. Goleman (2000) stated that the success of a person in the community, 80 percent turned out to be influenced by emotional intelligence and only 20 percent is determined by intelligence (IQ). Children, who have problems with emotional intelligence, would have difficulty learning and getting along and cannot, control his emotions when an interruption occurs.

Based on the above data and facts, character education is absolutely necessary for the survival of the Nation. Deepening of character values in education will be able to develop the potential of learners that character. Through good character education beings will be born nation and later qualified as an adult to become the frontline in the fight against corruption cases are actually many adults do, even unscrupulous state officials.

Integrate character education into an integrated thematic learning in elementary school need strategies, models, media and techniques. Integrating character values into learning must have a perfect plan, because not all the character values can be integrated easily. The character values come from the noble universal values. Since the year 2011 Kemendikbud (in Suyadi:2013) launched the application 18 character value that should be integrated in

teaching all levels of education in Indonesia, namely: (1) Religious, (2) honest, (3) tolerance, (4) Discipline, (5) Hard Work, (6) Creative (7) Independent, (8) Democratic, (9) Sense Want In, (10) The spirit of Nationality, (11) Love Motherland (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love of Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, and (18) Responsibility.

Eighteenth character values above would be more easily integrated in an integrated thematic learning class I to class VI, because the new 2013 curriculum generally focuses on integrated holistic natural, social, and cultural. Another special characteristic that allows it to integrate character education in an integrated thematic learning is the emphasis on cognitive, affective, psychomotor assessment through observation, peer assessment, self-assessment and complementary journals. The use of the theme which is the core subject matter of discussion in linking some of the subject matter can provide meaningful experiences for learners. Characteristics of learning as that which allows a place for character education integrated in an integrated thematic learning.

Cartoon humor has unique characteristics and funny is much preferred primary school age children and are very familiar with the world of children. Cartoons as media can be integrated into an integrated thematic learning through interesting themes contextually. Pictures of cartoon humor will strongly support affirmative process in recognizing and remembering new information on the child. Internalization of knowledge, attitudes and skills competency will crystallize into more easily assimilated into the initial knowledge of the child and the accommodation process occurs quickly new knowledge that goes into long-term memory. The new information is entered into long-term memory is stored in a long time. The information stored will be easy to

remember when during the storage process using images high affirmation cartoons. Essentially if the child remembers cartoon humor, the brain memory is triggered and motivated to quickly recall the message contained in the affirmative images.

Van Wyk (2011) studied the use of cartoons as a teaching tool of economic education. Journal published research results *J.Soc.Sci* 26 (2) 117-130 disclose (1) the existence of a positive experience and increase participation motivation, (2) improve the collaborative and social competence, (3) improve learning outcomes, (4) Improving transfer support learning and peer interaction, (5) to accommodate students' learning styles.

Buijzen M. and Valkenburg M. Patti (2004) examined the development Typology of Humor in Audiovisual Media. These studies indicate that the use of cartoons, comics, and humor or its combination a positive impact on student achievement in learning. Although not much research about humor cartoon based education character, but no similar studies have been done. Darmansyah (2007) investigated the fun learning by using inserts humor in learning mathematics. The results showed that learning with humor inserts achieve better learning outcomes. Darmansyah (2008) revealed research findings that students who learn to use cartoon humor can improve learning outcomes.

Based on the above it can be stated that the combination of integrated thematic learning model based cartoon humor for character education in elementary school was new. Integration of cartoon humor, and character education integrated thematic combined with the model design and the research title of substance raised in this study is a very important theme, urgent and the latest development of learning model in Indonesia.

Development of cartoon humor-based learning model can help the teacher who had been having a lot of limitations in designing creative learning models

principally in integrating character education into an integrated thematic learning. The success of character education in classrooms and elementary school today, will affect the character of the nation and a leader in the future. Because the results of the development of these models are abstracted from the research grant competition has the virtue of high quality and sustainability of life on the nation's future.

Results and Discussion

1. Results of Needs Analysis

Needs analysis carried out on 5 components: (1) the analysis of the problem, (2) analysis of learning objectives, (3) analysis of the context, (4) analysis of the learners, and (5) analysis of the content/curriculum.

Problem Analysis results show that has not found the best way to improve the quality of character education in schools. The difficulties faced by teachers in implementing character education related to the preparation, implementation and evaluation of learning. Difficulties arise in selecting and designing the media, methods, strategies and approaches of integrated thematic learning because learning is still relatively new. Evaluation is also a barrier, especially against our spiritual attitudes and social attitudes as a change of attitude can only be observed in a long time.

The results of context analysis revealed that this school is an active school to implement character education in Padang. This school was ranked best in the implementation of character education and has a relatively more complete facility to implement this learning model. But the skill of the teacher is still low, especially in designing media for character education.

Applied learning strategies teachers still have not touched on the core of an integrated thematic learning. Fourth grade teacher and other teachers are still looking for a form of strategies to be used in learning, remembering a time of

socialization and training curriculum in 2013 is still ongoing. This learning model is designed to assist teachers in implementing character education.

The main difficulty is to implement an integrated thematic implementation of daily activities. It is difficult for teachers to break away from learning as a field of study who conducted during this study. Designing a themed daily activities are difficult job as far more use topic subjects, while only used as the opening theme alone.

These habituation strategies in character education also seem concerned about the environment. Character environmental care (health care and hygiene) that exist in this school has a very good impact on the attitudes of learners in terms of the environment. Almost all children have been able to get used to not litter the place. .

The purpose of the analysis revealed that teachers' understanding of the purpose and honest religious character has been good. The evidence suggests the presence of a variety of activities related to religious spiritual for students directed by the teacher. Duha prayer, noon prayer in congregation, honesty canteen etc. is a form of teacher success in directing learners to improve religious education and honest character.

The results of the analysis revealed that teachers not yet fully understand the purpose of the character of tolerance, democratic, friendly / communicative, love peace, and discipline. Character tolerance is not fully understood at this school that has not done well. So is the implementation of a democratic character yet seen no effort in that direction programmed.

About personality molar teachers have not really the purpose of the hard work, creative, independent, curious, recognize excellence, love reading, and the responsibility. Teachers have not been able to carry out various activities that promote character education related to personality. The school principal also revealed that education is very important but personality

traits necessary to implement cooperation of various parties, including the parents.

Assessment principals on teachers' understanding of the religious character and to be honest it's also been good. The teachers at this school are welcome and support all efforts to increase the values of the religious character and honest learners. Teachers can explain the purpose of the religious character and honestly to students, so that they can receive a well planned program of activities of the school.

The character of self-control with sub-indicators of discipline has been running very well. Disciplinary is starting to get used to and improve the results, because all parties associated with the school have a good cooperation and understand the purpose of the discipline in depth. Teachers need to be given adequate knowledge and skills for the implementation of character education can be run successfully.

Content analysis of integrated thematic learning content to the curriculum in 2013 revealed that there is a fourth grade for nine (9) themes in integrated thematic learning. Four themes are equipped with a network of sub-themes and themes, while the 5 themes are still in process at the central level. Four themes and sub-themes are: (1) The beauty of Togetherness (with subthemes: Nation Cultural Diversity, Unity in Diversity, Grateful for Diversity, Proud of My Culture), (2) Always Frugality Energy (subthemes: Various Sources of Energy, Energy Utilization , motion and force), (3) Caring for Living Things (sub-themes: Animals and Plants in My Home Environment, Diversity of Living Things in my neighborhood, Let Love the Environment, Living Things Around Us, (4) Various Works (subthemes: Types Works, Goods and Services, my parents work, work around me. while five themes in the process are: (1) Cherish Service Hero, (2) Beautiful Country, (3) My Dreams, (4) The area where I live, food Healthy and Nutritious.

Leaners Analysis revealed that students generally have a visual learning

style because of their tendency to learn by using the media image while other learners also have a tendency auditory and kinesthetic learning styles. Visual learners can learn is what allows the use of cartoon humor. Analysis of **Learning Motivation** reveals that generally they learn because they depend on the encouragement of parents. Although they can perform tasks well, but must be given direction by the teacher. Possessed **Learning Habits** was relative better learners. They have been accustomed to repeat the learning at home in the afternoon and evening and do homework job.

2. Learning Model Design

Integrated thematic learning model based cartoon humor developed in this study is a combination of several learning model with an integrated approach. The approach used is SCL (Student Centered Learning) with a combination Scientific. SCL approach allows learners to actively implement temporary teachers as mentors and facilitators. Be expected scientific approach will assist learners in making inquiry, formulate, concluding, and communicate the results of their study.

The learning model is selected Discovery Integrated Thematic Learning Plus. Application of Discovery Learning models intended for teachers to act as mentors by providing opportunities for students to learn actively. Integrated Thematic implemented so that students are able to gain a more meaningful learning experience through the themes, sub-themes contextually according to the cognitive development of learners.

Learning strategy used was PBAS (Student Activity Based Learning). PBAS strategies enable learners to carry out learning approaches that support SCL Learning and Discovery models. Implementation of PBAS strategy supported by material in the form of themes, sub-themes, daily activities, a combination of methods, management and evaluation of learning about the spiritual

and social attitudes. Learning model developed scheme as Figure 1.

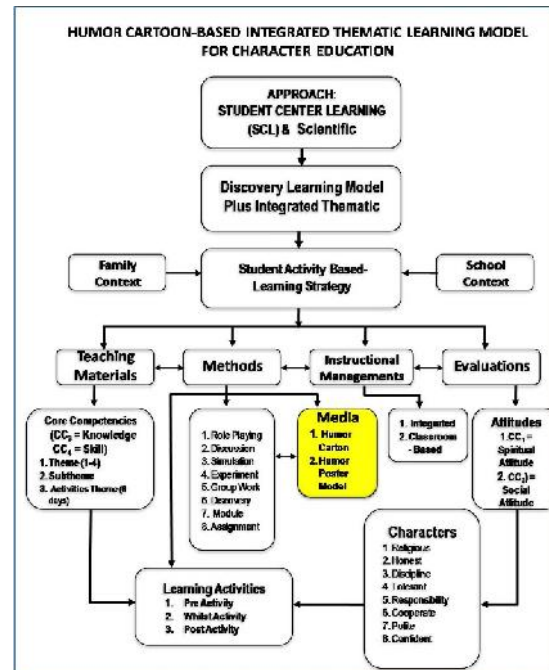


Figure 1. Humor Cartoon-Based Integrated Thematic Learning Model

a. SCL and Scientific Approach

This approach is suitable for use in integrated thematic learning on the theme and sub-theme is implemented in elementary class I to class VI. Integrated thematic learning provides an opportunity for learners to implement active learning. The themes raised in pesetas learning enables learners to actively together in groups. SCL is used as the foundation for implementing an integrated thematic learning concepts contained in the SCL approach indeed suggest learning activities on the part of the learners.

Scientific approach is a scientific approach that allows learners to observe activities, asking, trying, processing, presenting, summarizing, and creating for all subjects (Sudarwan, 2013). Critical components in teaching using a *scientific approach* (McColum: 2009) (1) Presenting learning can increase curiosity (*Foster a sense of wonder*), (2) Improve the skills of observing (*Encourage observation*), (3) Conduct analysis (*Push for analysis*), and

(4) Communicate (*Require communication*)

b. Discovery and Integrated Thematic Learning Model

Selection of *discovery* learning model coupled with an integrated thematic based on the characteristics of the two models are mutually supportive. Organizing learning independently by students in discovery learning allows learners will be easier to carry out the theme and sub-theme in each daily learning activity. Both models are in sync with the character education more emphasis on the role of learners in learning. Integrated thematic learning offers many benefits including: (1) easy to focus on a specific theme, (2) is able to learn knowledge and develop basic competencies among subjects in the same theme, (3) understanding of the subject matter more deeply and memorable (4) relate the lesson to the student's personal experience (5) benefit and learn the meaning because the material is presented in the context of a clear theme (6) is more excited to learn because it can communicate in real situations, to develop knowledge and skills are also associated with spiritual attitude and attitude social.

c. Student Activity-Based Learning Strategies

The selection strategy SABL (Student Activity-Based Learning) in the development of this model is to help learners to implement active learning in acquiring the knowledge, skills, and attitudes. While connected to the national educational goals and curriculum 2013, the SABL is the most appropriate approach to be developed. PBAS stressed to the student activity optimally, meaning SABL wants a balance between physical activity, mental, including emotional and intellectual. SABL learning outcomes requires a balanced and integrated between intellectual abilities (cognitive), attitudes (affective), and skill (psychomotor).

d. Theme of Learning Materials

The material provided in any form of learning is a theme that has been designed and implemented nationally throughout Indonesia. Development of thematic learning model for character education is limited to the theme of the fourth with a time of 16 weeks or one semester.

e. Learning Method

The method used to support the implementation of this model of learning is a method of *role playing*, discussion method, simulation method, experimental method, the method group work, *Discovery*, teaching modules, methods of recitation (Granting Task).

f. Humor Cartoon Design as Instructional Media

Cartoon has a role as a tool that has important benefits in learning, especially in explaining the series of content in a logical order or meaning. Cartoon humor is about the portrayal of people, ideas that make others tempted to laugh because strangeness, humor and others. Characteristic of cartoon, caricature, exaggerated satire and humor symbolic choice.

Cartoons are used as a medium in integrated thematic learning model adopted and elaborated from various sources. Cartoon humor is redesigned and adapted to the themes of learning undertaken in each learning activity.

g. Evaluation of Learning

Evaluation referred to in this research is to carry out an assessment of the attitudes that are shared in the two attitudes is the attitude of the spiritual competence and social attitudes. Curriculum 2013 split into two competencies attitude, the *attitude* associated with the *spiritual* formation of students whose faith and piety, and *social attitudes* associated with the formation of learners noble, independent, democratic, and accountable. In SMP / MTs, competence refers to the spiritual attitude of KI-1: *Respect and appreciate the teachings*

of their religion, whereas competence refers to the social attitudes KI-2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of socially and presence.

Assessment is attitude adopted from Kemendikbud- *Ministry of Educational and Culture of Indonesia* (2012) about the attitude assessment that includes spiritual attitudes and social attitudes with seven components.

Spiritual attitude is a core competency 1 (KI₁) with respect and appreciate the scope of the teachings of the religious affiliations. **Attitudes Social** competence refers to the social attitudes KI-2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), mannered, confident, in interacting effectively with the social and natural environment in a range of socially and presence.

Technique of Assessment

Techniques of assessment used in this study are adapted from Kemendikbud with some enrichment.

1. Observation Techniques

Observation is a technique of continuous assessment is done by using the senses, either directly or indirectly by using the observation that contains a number of indicators observed behavior. Observations carried out by the teacher directly without intermediaries others. While not a direct observation with the help of others, such as other teachers, parents, students, and school employees with a special use.

2. A peer Assessment Techniques

Assessment of students among participants is a valuation technique by asking the students to assess each other related to the achievement of competence. Aspects of competence is assessed core competencies that respect and appreciate the spiritual teachings of their religion, and social core competencies are honest

behavior, discipline, responsibility, caring (tolerance, cooperate), polite, and confident.

3. Self-Assessment Techniques

Self-assessment is an assessment technique by asking learners express themselves advantages and disadvantages, mastery of targeted competencies, and cherish, appreciate and practice behaviors honest personality,

4. Learning Activities

Learning activities adapted to the integrated thematic learning based syllabus set forth by the national government. In a number of integrated thematic teacher book themes for fourth grade eight themes. In this study only conducted four themes with 16 sub-themes and 96 learning activities. Every week there is a sub-theme with 6 learning activity.

Integrated thematic learning of cartoon humor-based designed for character education as much as 3 is devoted to learning activities that incorporate character education in the learning process. That is, within a week there learning the characters for two hours 3 times. In Monday-Wednesday-Friday and character education held on Tuesday-Thursday-Saturday.

Learning characters entered is inset in integrated thematic learning activities for two hours per lesson every two days. This character learning using humor cartoon, and poster are designed with appropriate themes and subthemes held on that day.

Validity, Practically and Effectiveness Model

The validity of the model is tested by asking the expert opinion of the learning materials and learning models. Once the validation process is obtained using the average of the results of the expert validation questionnaire instrument and interviews show that the design of this model of learning has a relatively good level of validity. While the practicalities of testing carried out by submitting the application of the model to the fourth grade

teacher and then asked his opinion using a questionnaire, designed learning model has a very good level of practicalities. Further test the effectiveness of the model to the increased spiritual attitudes and social attitudes conducted through teacher observation sheets, self-assessment and peer assessment, integrated thematic learning model has good effectiveness relative.

Conclusion

Based on the development of research activities integrated-based thematic learning model cartoon humor for character education in elementary school can be concluded that the development of an integrated thematic learning model based cartoon humor for character in elementary education is needed by the school is implementing a pilot curriculum 2013. Although the school has implemented a religious character education, discipline and honest, but for the other character education still needs to be developed.

Learners need a media that allows them to enjoy a cartoon character education through humor is much loved children in general. Teachers who teach need a guide in the form of modules that make it easier to implement the learning. This development is needed for applied learning model for this is still not able to improve character education for students. In the context of this school very supportive of implementing the study because of the commitment and support of the principal, relatively complete facilities, the atmosphere created in this school is very conducive.

Although the integrated thematic learning model is only tested through the initial implementation with very limited, but it is expected to further studies will be obtained a teaching model that comprehensively tested. Effectiveness of the learning model for character education cannot be seen in a short time, because it required full implementation period is quite long.

References

- Benninga, S. Jacques, Et.all. 2003. The relationship of Character Education Implementation and Academic Achievement In Elementary School. *Journal of Research in Character Education*, 1(1), 2003, pp. 19–32
- Berkowitz, Marvin. 2005. *What Works In Character Education: A research-driven guide for educators*. St Louis: University of Missouri
- Darmansyah. 2007. "Menciptakan Pembelajaran Menyenangkan Melalui Optimalisasi Jeda Strategis dengan Karikatur Humor dalam Belajar Matematika" *Teknodik*. 1 (1): 12-24
- Darmansyah. 2008. "Pengaruh Sisipan Humor Terhadap Kecerdasan Emosional dan Hubungannya dengan Hasil Belajar". *Teknodidaktika*, 1 (1): 34-46
- Darmansyah. 2009. "Pembelajaran Menggunakan Sisipan Humor dalam Belajar Matematika". *Jurnal Kependidikan*, 1 (1): 21-32
- Flowers, J. 2001. "The Value of Humour in Technology Education" *Technology Teacher*, 60, 10-13. (<http://www.tomveatch.com/else/humor/summary.html>) diakses 20 September 2007.
- Friedman, H., Hershey, Friedman, W., Linda, and Amoo, Taiwo. 2002. "Using Humor in the Introductory Statistics Course". *City University of New York Journal of Statistics Education*, 10 (3), 1- 13. 1- 13. www.amstat.org/publications/jse/v10n3/friedman.html diakses 5 Desember 2003.

- Fritz, Susan, et.al.2004.The Impact of Character EducationCurricula on Youth Educators. *Journal of Leadership Education Vol. 3 . Issue 3*
- Goleman, Daniel.2000. Kecerdasan Emosional .Jakarta: PT. Gramedia Pustaka Utama.
- Kaplan, R. M., and Pascoe, G. C. (1977), “Humorous lectures and humorous examples: Some effects upon comprehension and retention,” *Journal of Educational Psychology*, 69, 61-65. [www.amstat.org/ publications/jse/v10n3/kaplan.html](http://www.amstat.org/publications/jse/v10n3/kaplan.html) diakses 5 Desember 2003.
- Kementerian Pendidikan dan Kebudayaan (2013). Buku Tematik Terpaduk Kurikulum 2013 Buku Siswa dan Buku Guru Kelas 1 dan Kelas 4. Tersedia di bse.kemdiknas.go.id
- Kementerian Pendidikan dan Kebudayaan (2013). Buku Tematik Terpaduk Kurikulum 2013 Buku Siswa dan Buku Guru Kelas 1 dan Kelas 4. Tersedia di bse.kemdiknas.go.id
- Lickona, Thomas. 2013. Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik. Bandung: Penerbit Nusa Media.
- Sever A, Ungar S 1997. No laughing matter: Boundariesof gender-based humour in the classroom. *Journalof Higher Education*, 68(1): 87-105.
- Sheinowitz, Miri.1996. Humor and Education. (http://mop.ort.il/ortmine/e-publish/ep9_1011.htm) diakses 20 September 2002
- Suyadi. 2013. Strategi Pembelajaran Pendidikan Karakter. Bandung: Remaja Rosdakarya.
- Suyanto. 2009. Urgensi Pendidikan Karakter. Jakarta : Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah.
- Van Wyk, MM. 2011.The Use of Cartoons as a Teaching Tool to Enhance StudentLearning in Economics Education. *Journal Soc Sci*, 26(2): 117-130 (2011)
- Wibowo, Timothy.2013. Pendidikan Karakter untuk Anak. <http://www.pendidikankarakter.com/> (diakses tanggal 10 Maret 2013)