

Character Learning Model in Hotel Practice Learning based on Minahasa Local Wisdom for Students of Tourism Department

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Abstract: The values of life as a source of knowledge in character education can be obtained from local Minahasa Mapalus wisdom, namely the wisdom of life based on the cultural values of the society. The main characteristic of local wisdom is concern for others and the natural surroundings. In the course of hotel hospitality practice, students are expected to have competencies in their fields, including: front office, housekeeping, food products and food service and they must also have good character, such as: heart (spiritual emotional), intellectual development, sports (physic and kinesthetic) and affective and creativity, all of these must be owned by students as students when they plunge into the world. Character learning model design in learning hospitality practices based on local wisdom for students of Tourism Department. The learning model is developed more operationally so that it is easily implemented in universities. Thus the learning model obtained will be very useful to determine the steps or policies related to character education in practical learning based on local wisdom in the form of steps to improve and improve the quality of human resources in the industry Hospitality field. The research method used based on the research objectives in the first year that is to find the design of the learning model of hospitality practices of students majoring in hospitality, the research and development method (Research and Development) will be combined with Action Research Methods. Character education is a process that must be carried out continuously through the formation of behavioral habits so that it will be engraved in the students, personality so that they can make decisions. From the results of the analysis of practical learning achievement for several practical courses with several criteria summarized from local wisdom, the results are good but still need to be improved because there are still some students who have not applied this criterion properly the development of character learning models, needs to be included in the Semester Learning Plan.

1 INTRODUCTION

The world of education today is faced with increasingly demanding demands, especially to prepare students to be able to deal with various dynamics of change that are developing so rapidly. Character education is taught and becomes a compulsory subject starting from elementary school to university. However, the results have not been satisfactory. This is because the character is placed as a study material not as a value to be applied through habituation. Character only exists in the realm of cognition as knowledge not on behavior that reflects personality.

Character education is essentially a lesson for life that directs individuals to have a fair attitude, honesty, and respect for others, responsibility and

other moral behaviors that lead people to a more dignified life. Character education as a process in which values are built starting from introducing (knowing), feeling (feeling), and doing (doing). In the course of hotel hospitality practice, students are expected to have competencies in their fields, including: front office, housekeeping, food products and food service and they must also have good character, such as: heart (spiritual emotional), intellectual development, sports (physic and kinesthetic) and taste and intention (affective and creativity), all of which must be owned by students as a provision when going to work in the hotel industry which principally sells services in the form of lodging, preparing food and drinks and other facilities.

Based on the description above, it is necessary to formulate a character learning model in the learning of hospitality practices based on local wisdom for students of Tourism Department. The character learning model will be developed more operationally so that it is easily implemented in universities. Thus the learning model obtained will be very useful to determine the steps or policies related to character education on practical learning based on local wisdom in the form of steps to improve and improve the quality of human resources in the industry Hospitality field.

2 LITERATURE REVIEW

2.1 Character Education

Etymologically, character is derived from the greek word *charassein*, which means to engrave, (painting, drawing), is a pattern of behavior that is individual, mental attitude, or a moral state of man, which is also defined as personality, character psychology which is a system of beliefs and habits that direct an individual's actions (Paul, 2016).

“Character is defined as a typical way of thinking and behaving that individuals have, within the family, community, nation, and state. Individuals with good characters are those who can make decisions and be ready to account for any consequence of their decisions.”

The definition has a broad understanding that is the way of thinking and behaving individually that is owned in the family, society, nation and State. With good character they can make decisions by calculating each consequence. Meaning that were individual can think and behave well, within the family and in society, it will create a mental state with good and strong nation.

2.2 Local Wisdom

Local identity, consisting of two words, wisdom and local. So local wisdom is a local idea that is wise, full of wisdom, good value, embedded and followed by members of the community. Local wisdom in foreign languages is often conceptualized as a local wisdom, local knowledge or local intelligence. Local wisdom can be interpreted as a thought about life. The thought is based on clear reasoning good mind and contains positive things. Local wisdom can be translated as a work of reasoning, deep feeling, behavior forms of manner and suggestions for

human dignity. Mastery of local wisdom will bring their souls to be more virtuous (Yulianti, 2013).

2.3 Minahasa Cultural Wisdom

The Minahasa ethnic group itself has a local culture that has been handed down from generation to generation by its predecessor, Si Tou Timou Tumou Tou, which in Indonesian can be interpreted: humans live to live other human beings who other . Man is there not only for himself, but also for others in a sense, building others too. Si Tou Tumou Tou is a Mapalus society's social attitude that helps each other and is a human action that is human with a social attitude to help each other (mutual cooperation) in all things. The feeling of togetherness in life prevents people from being more selfish (Sondakh, 2014). Furthermore, Sondakh said that the local wisdom of Timou Tou has an ideal view of the Minahasa people in three groups, namely: 1) Tou Ente, 2) Tou Nga'asan, 3) Tou sama

The approach to developing local wisdom can be used as a strategy to develop performance as follows:

Improve performance by cultivating 'Tou Ente.' Tou Ente culture has hard working behavior, have properties that is, strive vigorously and earnestly to overcome various problems. Do not back down and despair if you encounter obstacles, but keep the spirit of completing the task as well as possible. Then encourage someone to act creatively, namely always produce new ideas that are different from the ideas of others about the phenomenon being faced.

Improve performance by cultivating 'Tou Nga'asan. Tou Nga'asan culture is a culture that must be developed in terms of intelligence and skills. Culture must have a feeling of curiosity. Improve performance by cultivating 'Tou Sama'. Tou sama culture encourages someone to have good character. A person's success is not only determined by the knowledge and level of education he has. Attitudes and behavior in carrying out their duties are very important.

2.4 Front Office Department Definition

The Front Office Department is basically part of Room Division. Room Division is the main department in hotels that oversees Front Offices and Housekeeping departments. In this moment we will discuss the Front Office department. Front Office is one of the departments in the hotel that has responsibility for receiving room bookings, doing

check in (arrival) & check out (departure) processes and is the department that is at the front of the hotel.

2.5 Definition Housekeeping Department

Housekeeping is one of the departments that is under the room division. You definitely do not know what housekeeping is? Housekeeping consists of the word 'house' and keeping which means taking care of the house. But in a broad sense housekeeping is one of the parts or department in the hotel that is responsible for maintaining, and cleaning and maintaining rooms or hotel rooms or areas outside hotel rooms or areas classified as public areas in the hotel to remain comfortable, beautiful and safe.

2.6 Duties and Responsibilities of the Food & Beverage Department

This department has certain duties and responsibilities. It is responsible for taking care of everything related to food and drink services and providing a places or rooms that will be used for event meetings or official events related to food and drink services.

3 RESEARCH METHODS

3.1 Method

Based on the research objectives in the first year, it was found that the design of learning models of hospitality practices of students majoring in tourism, the research and development method (Research and Development) combined with Action Research Methods. This study uses the research and development model of Borg and Gall (1983) consisting of 10 steps, namely: (1) preliminary research and information gathering; (2) planning, (3) developing product draft; (4) initial trial; (5) revising the results of limited trials; (6) field trials; (7) improvement of product from field trials; (8) operational field trials; (9) improvement of the final product; and (10) dissemination. While the stages of research carried out are as follows.

At this stage, the researchers study documentation and conduct field studies on campus to find a factual model of character learning in learning hospitality practices using a qualitative descriptive approach. Manado State Polytechnic Campus Tourism Department will become a learning process research center and Minahasa

Regency, namely Pineleng I and II Villages, Warembungan Village and Kali Village as places to study Minahasa Local Wisdom.

The factual model design obtained will be tested in a limited manner at the Manado State Polytechnic Tourism Department. The reason for choosing this college is based on various reasons:

- a) The Department of Tourism of Manado state Polytechnic is the only department that applies vocational education in North Sulawesi.
- b) The Manado State Polytechnic Tourism Department has been awarded ISO 9001: 2008.
- c) The Manado State Polytechnic Tourism Department is supported by 45 teaching lecturers who hold a Master's degree, 5 doctoral lecturers, 1 lecturer with Professor Title and 8 administrative staff.

3.2 Development Phase

The factual model obtained at the first was tested/ validated by using action research, with test subjects having wider and more varied characteristics. The test subjects at this stage of the pilot project are the third, fifth, and seventh semester students of the Hospitality study program. Furthermore, the results of the trial were evaluated and refined / revised so as to get a hypothetical model.

3.3 Evaluation and Dissemination Phase

The next stage, the hypothetical model was disseminated in the Department of Tourism so that the resulting model could be used. The results of the dissemination of the hypothetical model are then evaluated to produce the Final Model of Character Learning on Learning Hospitality Practices Based on Minahasa Local Wisdom for Students of Tourism Department.

3.4 Research Sites

This research was conducted for 2 years at same locations, namely Manado State Polytechnic Tourism Department, Pineleng Village, Warembungan Village, Kali Village, Koha Village, Pineleng District, Minahasa Regency.

3.5 Research Instruments

- a) To find factual models in this study, the research method to be used is a method of research and development (Research and

Development). Therefore, the instruments used are human instruments, observation sheets and draft interviews.

- b) To evaluate, trials are analyzed using action research. Therefore, the instrument used is the observation sheet of lecturer and student activities.

3.6 Data Collection Technique

- a) Data Collection Techniques for Factual Model Discovery
Data collection techniques on Minahasa Local Wisdom are observation, interviews (in-depth), and documentation.
- b) Data Collection Techniques for Model Development
Data collection techniques used are as follows. Data regarding understanding and attitudes towards learning hospitality practices in the subjects of Front Office, Housekeeping, Food Product & Food Service, were explored from observations during practice.

3.7 Data Analysis Techniques

- a) Data analysis techniques for the discovery of the Factual Model
Analysis in qualitative research was carried out before entering the field, and continued until a model was found. The data obtained is then collected to be processed systematically starting from interviews, observations, editing, classifying, reducing, and then presenting data and summarizing the data. The data analysis technique in this study was interactive analysis model.
- b) Data Analysis Techniques for Model Development
After the character learning model in the learning of Hospitality practices in the Department of Tourism is obtained, it must be validated or tested for its effectiveness, namely by testing whether the model can be applied on the Campus using action research.

4 RESULTS AND DISCUSSION

4.1 Implementation of Practical Learning

Based on the results of interviews with lecturers on Housekeeping practice subjects at the Manado State Polytechnic Tourism Department, information was

obtained that students still did not have the character of the initiative when practicing. They are still waiting for instructions from the lecturer and do not complete work. Students have not been able to ask when they are not too familiar with the material that the brand is doing. There are still students who do their own work, they don't want to join other friends because they feel they are from different regions, they don't want to mingle with other friends. Researchers also conducted interviews with lecturers on Food & Beverage courses, about how is collaboration among members in each group, and the result is that cooperation is still lacking because students want their jobs to be finished first and they can rest more quickly. From the results of the interview, it can be concluded that there is a need for a learning tool available at Manado State Polytechnic, Tourism Department to improve the character of students in accordance with local wisdom, namely: "SI TOU TIMOU TUMO TOU" and "MAPALUS" From the Results of Initial observations made by researchers when students did integrated practice there were still students who could not blend in during the practice, they only interacted with their own friends and are busy with their respective activities. There are also students who are not serious about taking practical courses. Lack of student response to the ongoing learning process.

By examining the learning tools in the form of Semester Learning Plans (RPS) for each practical course conducted by the researcher with the lecturer who can be called an expert who has taught the subject for many years, has even become an assessor in the field of food & Beverage Service said that the learning device needs to be revised in accordance with the needs of the industry because the materials that enter the practice course are not relevant to the demands of the graduate user industry. Of the several learning devices examined by these devices, they must be revised.

From the preliminary study that researchers have done, it can be described that it is necessary to obtain a character learning model in practical learning to further enhance the character of students so that the learning process can run well and students are more competent in their fields. With the increasing character of student collaboration during the implementation of the practice, it will increase the enthusiasm of the students.

4.2 Trial of Local Wisdom-based Character Learning Methods in Hospitality Practice Courses

a) Action Planning Step

In this step the researcher conducts curriculum analysis used in the Department of Tourism by learning the skills that will be taught by referring to the curriculum and Semester Learning Plan (RPS) in the practical courses covering competencies, procedures, activities and conditions needed to train skills in accordance with the IQF and Content Standards and the results of interviews with the community about the local wisdom of the culture in the language of "MAPALUS" and the application of "SI TOU TUMOU TUMOU TOU"

There is cycle 1, the practical learning in question is in housekeeping courses, food products and services, front Office. The following is described the main steps of learning activities at this stage, in the form of:

1. Students are given worksheets adjusted to the topics / meetings that have been included in the Semester Learning Plan (RPS) of each integrated practice course.
2. Lecturers and Students examine the readiness of equipment and other supporting devices needed in the practical learning process.
3. Conducting trials and perfecting the worksheets that have been made into the final worksheet used.
4. Lecturers create an assessment guide that includes the key steps that students must do correctly and the results that must be completed by students.

b) Preparation Steps

1. Lecturers and Students review the equipment and supporting devices that have been prepared.
2. Lecturers Explain to students about the general description of the simulation in relation to the topics to be studied with the learning objectives to be achieved. In this activity the lecturer also explained the learning outcomes that were in accordance with the Semester Learning Plan and local wisdom of Minahasa.

3. Distributing worksheets to students.

c) Implementation Steps

1. Instruct students to carry out the steps of practice activities in accordance with the worksheet.

2. Make corrections to students who make mistakes.

3. Make notes about things that need to be discussed after practical activities.

d) Evaluation step

1. Asking a number of questions related to practical activities that have been carried out in accordance with the notes that have been made during the practical activity.

2. Provide opportunities for students to submit comments related to the practical activities that have been carried out

3. Make a summary in accordance with the learning objectives.

4.3 Learning Outcomes in Cycle 1

Learning model used in the practice of meetings I, II, III in accordance with the job sheet that has been made by the Hospitality Study Program and has been established as part of the applicable curriculum.

Problems or obstacles that arise in cycle 1:

- 1) Students only focus on the results of the practice as in the material for making soup for courses in food products.
- 2) Students pay less attention to the time specified in the learning practice steps because they focus on the results.
- 3) Not all students practice by following the Standard Operating Procedure (SOP) and Work Instructions (IK) that have been distributed.

4.4 Learning Outcomes in Cycle 2

In this cycle, learning is mixed and adapted to local character-based character learning in the form of: enthusiasm, creativity, initiative, innovation in carrying out practices in the culture of Minahasa called Tou Ente ' , curiosity not a fool in the Minahasa culture called Tou nga'asan and honest in carrying out work, mutual respect and cooperation, tolerance in the culture of Minahasa called Tou sama ' and cycle observations 1. Cycle 2 was also carried out in three meetings.

In the implementation of cycle 2, from the relative observations there were no significant constraints. So that the practice learning process runs more effectively and efficiently. This condition is caused more because practical learning is clearly made with clear steps and instructions what students must do during integrated practice. These results can be seen from:

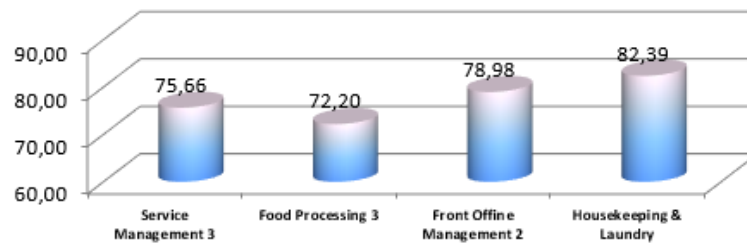


Figure 1: Achievement of practical subjects of hotel S1 applied study program semester IV.



Figure 2: Achievement of practical subjects of S1 applied study program semester II.

- 1) Students can receive instructions from their own friends when a friend is appointed to become a Supervisor in each section.
- 2) Students are more confident when doing activities.
- 3) Collaboration between students is increasingly intertwined

4.5 Results of Student Practice Learning Outcomes based on Job Sheet

Figures 1 shows the results of the analysis of the fourth semester student learning practices in the Even Semester of 2017/2018 showing Dish Management 3 percentage of student scores amounting to 75.66 with the number of students following the practice was 57 students categorized as good. For Food Processing 3 course the results of the analysis of practical learning showed 72.20 with the number of students who followed the practice was 57 students categorized as good. Front office management course 2 results from the analysis of practical learning show 78.98 with the number of students participating was 57 students categorized as good. Graduation & Laundry Management 1 courses, the analysis of practical learning show 82.79 students who were categorized as very good.

4.6 Student Practice Learning Outcomes based on Semester Learning Plans (RPS)

Figures 2 shows the results of the analysis of the achievement of course I management practice courses with an average value of 79.88 with the number of students who attended the practice amounting to 49 students, this figure shows good criteria. And in the Food Processing I course with an average score of 81.71 with the number of students participating in this practice was 49 students, this number shows very good criteria.

4.7 Results of Observation Trials Course Character based Hospitality Practices based on Minahasa Local Wisdom

Figures 3 shows the results of the trial of Food Service I course values based on local Minahasa wisdom which are summarized from various interviews with several resource persons and even processed data from various literatures consisting of 1) honesty, 2) Democracy, 3) Discipline, 4) team work spirit, 5). Observations made on 83 students with assessment criteria for 4 categories, each given

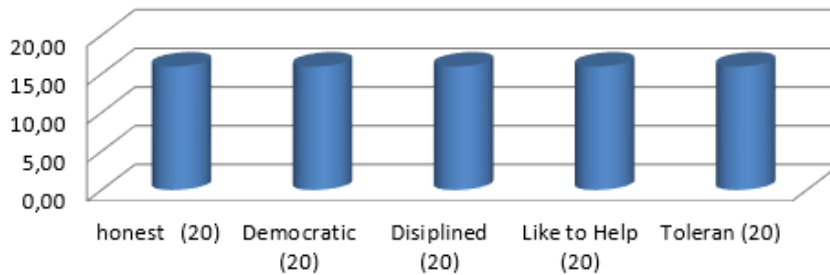


Figure 3: Achievement practice learning of semester II students for service management subject I.

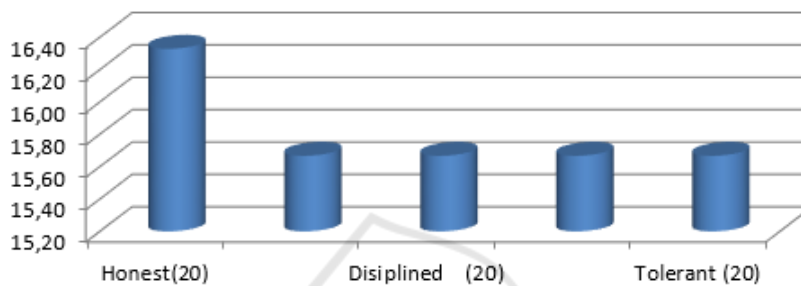


Figure 4: Achievement of practice learning of semester II students for food processing subject I.

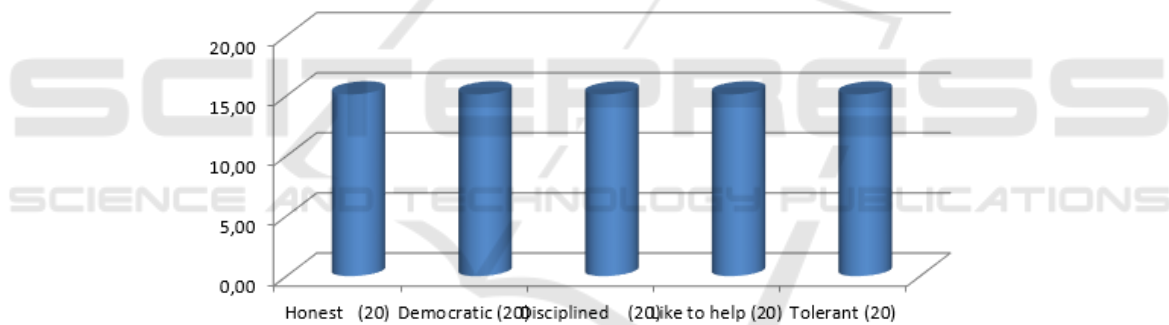


Figure 5: Achievement of practice learning of semester IV students service management 3.

a weight of 20 so that it produces a total value of 100. The results of the diagram above show that the average student gets varying grades and after the accumulated value produces a diagram like the one above with the value of each category scored 16 shows good results but not the expected results with a weight of 20 in each category.

Figures 4 shows the results of the trial value of the Food Processing Course I for the second semester students based on local wisdom Minahasa which are summarized from various interviews with several resource persons and even processed data from various literatures consisting of 1) Honesty, 2) Democracy, 3) Discipline, 4) team work sprit, 5) Tolerance. Observations were made on 83 students with assessment criteria for 5 categories, each of

which was given a weight of 20 so as to produce a total value of 100. Honesty criteria accumulated values at 16.40 and for the other 4 criteria got a value of 15.70.

Figures 5 shows the results of the trial value of the Food Service Management Course 3 for the fourth semester students based on the local wisdom of Minahasa which is summarized from various interviews with several resource persons and even processed data from various literatures consisting of 1) Honesty, 2) Democracy, 3) Discipline, 4) teamwork spirit, 5) Tolerance. Observations were made on 93 students with assessment criteria for 5 categories, each of which was given a weight of 20 so

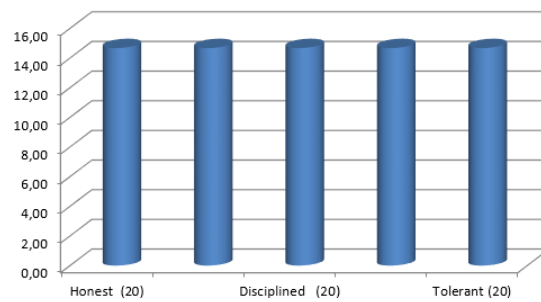


Figure 6: Achievement of practice learning of semester IV students for housekeeping and laundry subject I.

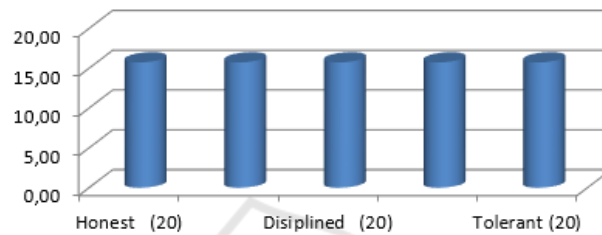


Figure 7: Achievement of practice learning of semester IV students for the housekeeping and laundry subject I.

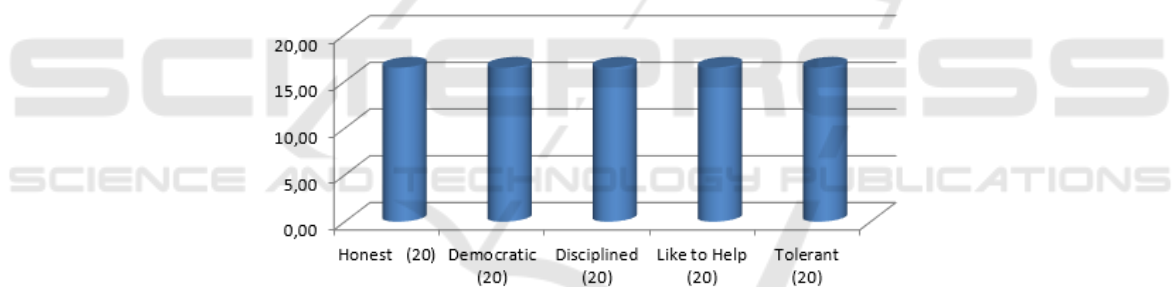


Figure 8: Achievement of practice learning of semester IV students for front office management subject II.

that it produced a total score of 100. The results of the above diagram show that on this subject the average student gets varying grades, after accumulating the scores in all categories it was 16.00.

Figures 6 shows the results of the trial of the value of the III Food Processing Course for the fourth semester students based on the local wisdom of Minahasa which is summarized from various interviews with several resource persons and even processed data from various literatures consisting of 1) Honesty, 2) Democracy, 3) Discipline, 4) teamwork spirit, 5) Tolerance. Observations were made on 93 students with assessment criteria for 5 categories, each of which was given a weight of 20 so that it produced a total score of 100. The results

of the diagram above showed that on average the students got varying grades, after accumulating the scores for all categories were average. 16.00.

Figures 7 shows the results of the trial of the Housekeeping Management Course 1 for fourth semester students based on local wisdom from Minahasa which is summarized from various interviews with several resource persons and even processed data from various literatures consisting of 1) Honesty, 2) Democracy, 3) Discipline, 4) Teamwork spirit, 5) Tolerance. Observations were made on 93 students with assessment criteria for 5 categories, each of which was given a weight of 20 so that it produced a total score of 100. The results of the diagram above showed that on average the

students got varying grades, after accumulating the scores for all categories were it was 18.00.

Figures 8 shows the results of the trial of the Office Management Course 1 for the fourth semester students based on local wisdom from Minahasa which is summarized from various interviews with several resource persons and even processed data from various literatures consisting of 1) Honesty, 2) Democracy, 3) Discipline, 4) teamwork spirit, 5) Tolerance. Observations were made on 93 students with assessment criteria for 5 categories, each of which was given a weight of 20 so that it produced a total score of 100. The results of the diagram above showed that on average the students got varying grades, after accumulating the scores for all categories were average. 16.00.

4.8 Character Learning Model based on Minahasa Local Wisdom

From the results of observations and interviews with community leaders who care about Minahasa culture and by reviewing some literature and journals, local cultural wisdom needs to be instilled in students as the noble values of national culture and as priceless potential for the development and progress of the Indonesian nation. Interview with the village Head

of Kali Selatan Village which is a traditional figure tells how the "Mapalus" language culture is still very strong in the village, including mutual cooperation when there is a grief event in the village, families experiencing grief do not need to be busy to prepare grief wards and side dishes for guests who come from far away, but in the village has been formed a group of burden groups to prepare for these needs. The results of interviews were also with traditional leaders in Warembungan village. "Mapalus", was still being implemented in the village, although a shift had begun due to technological developments today. From the results of interviews with the Warembungan Village Chief for frpdtion to cooperate together "Mapalus", was still carried out in the village, among others: if there were poor communities to build houses, there were still groups in the village who would help by providing them with resources like repairmen, they will help build the house without being paid. Minahasa cultural values that have begun to shift need to be preserved by the community so that they do not become extinct for that to be included in formal education. Below is a chart of how local education in Minahasa that can be maintained, it is necessary to have a model to become a reference for stakeholders in policy making, especially in formal education.

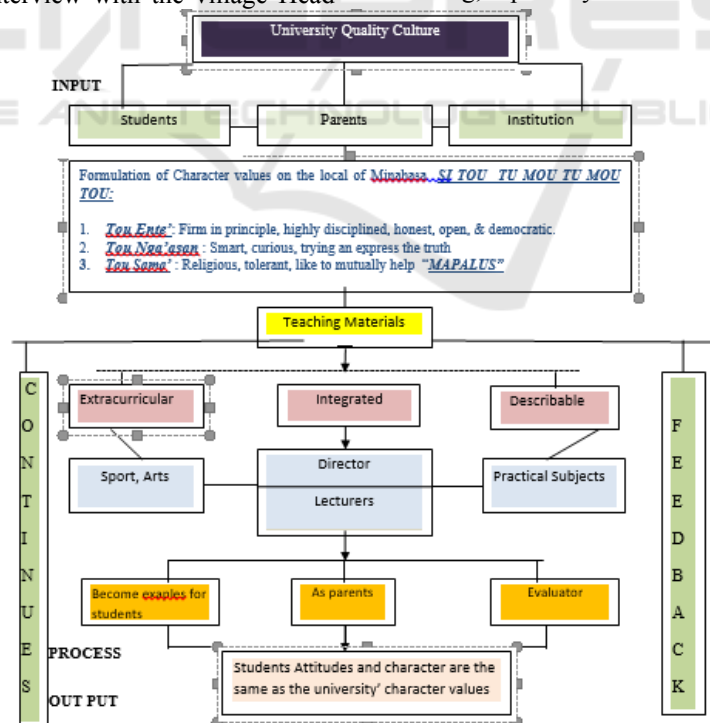


Figure 9: Character learning models in learning hospitality practices based on Minahasa local wisdom.

5 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

1. The model of character learning based on local wisdom can be implemented from the quality culture of higher education that is applied by institutions, students, parents by including the wisdom of Minahasa culture that is firm in principle, highly disciplined, honest, open, democratic, intelligent, always curious, try express the right, religious, tolerant, like to help. The above principles must be included in teaching materials as a practical or theoretical subject. This principle must also be integrated by the Director as and lecturers to student who will be role models in student attitudes and behaviors equal to the value of college character.
2. Character education must be carried out continuously through the establishment of behavioral habits so that it will be engraved in the learners' personality so that they can make decisions.

5.2 Recommendations

1. There should be a policy from the university to implement the character learning model based on local wisdom in the process of learning theory and practice in the university the form of rules that will become work culture.
2. There is a need for local wisdom-based character education to be included in the lecture material and contained in the Semester Learning Plan (RPS), Job Sheet and Textbooks.

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