

EFFECTIVENESS OF SOCIAL PROBLEM SOLVING MODEL IN IMPROVING SOCIAL SKILLS OF TRANVESTITES IN THE SPECIAL REGIONS YOGYAKARTA

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Abstract

This study aims to find out: the effectiveness of character education models in improving social skills for transvestites in Yogyakarta Special Region. This research uses Research and Development method which consists of four stages, namely: (1) preliminary stage, (2) the planning stage of character education models for transgender as the development of the initial product form, (3) the testing, evaluation and revision stages through practical learning improvement of social skills, and (4) implementation phase. The number of transsexuals who were sampled in the one-on-one trial in 2015 was 5 transvestites selected by purposive sampling. In the second year the trial was expanded to 1 management of Kebaya Shelter house and involved 22 transvestites. Whereas field operational trials were conducted on 32 transvestites in Kebaya and Iwayo. Data collection techniques use FGD techniques, questionnaires, interviews, observation, and documentation techniques. Data validity uses expert validation, while the validity of qualitative data with source triangulation techniques, theory and methods. Quantitative data analysis with descriptive analysis techniques and qualitative data with interactive models. The results showed that: Field operational trials of 32 transvestites, it can be seen that there was an increase in transvestites' social skills after training the character education model of SPS models for waria. The pretest results showed a good average classification with a mean of 3.20. While the posttest results indicate an increase to a good classification with a mean of 3.58. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification.

Keywords: Problem Solving, social skills, of transvestites

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Introduction

Character education is the overall relational dynamics between individuals with various dimensions, both from within and from outside, so that the person can increasingly live his freedom so that he can be more responsible for the growth of himself as a person and the development of others in their lives. Character education as a pedagogy pays attention to three important things for human growth, namely the development of natural human abilities as differently owned by each individual (naturalist). In developing this natural ability, human beings cannot ignore their negative relations with the social environment (Rosseau), and in this relationship between individuals and society, humans direct themselves to values (including Foerster, Marx, Kohlberg, and Dithrey). Having a noble character is not automatically owned by every human once he is born, but requires a long process through care and education (the process of engraving). In Arabic terms the character is similar to the ahlak (the root of the word khuluk), which is the character or habit of doing good things. Alghazali (2010: 25) describes that ahlak is a person's behavior that comes from a good heart.

The results of research at Harvard University in the United States in (Ali Ibrahim Akbar, 2009: 87), shows that a person's success is not determined solely by knowledge and technical abilities (hard skills), but more by the ability to manage themselves and others (soft skills) This study reveals, success is only determined around 20 percent by hard skills and the remaining 80 percent by soft skills. Even the most successful people in the world can succeed because they are more supported by soft

skills than hard skills. This implies that the quality of students' character education is very important to be improved. Education practices in Indonesia tend to be more oriented towards hard skill-based education (technical skills) which are more developed in developing intelligence quotient (IQ), but lacking in developing soft skills that are contained in emotional intelligence (EQ) and spiritual intelligence (SQ). Learning emphasizes more on obtaining the results of the test results and the value of the test results. Many teachers who have the perception that students who have good competence are having high scores on the test / exam, without looking at other indicators that are more important.

Social skills are the ability of individuals to communicate effectively with others both verbally and nonverbally according to the situation and conditions at the time, where these skills are learned behaviors. With social skills, a person will be able to express positive and negative feelings in interpersonal relationships, without having to hurt others. All social groups such as class, family, team, group, tribe, etc. consist of individuals (Parker, 2003: 13). Each of these individuals has different characteristics and depictions from one another. In this case, social skills are indispensable because they are ways or bridges to understand complex individual characters. Social skills will bring someone to be more courageous in expressing each feeling, talking, and facing the problems that come. This is done so that they do not seek escape to other things that can actually harm themselves and others.

Johnson and Johnson (1999) suggest 6 outcomes of having social skills, namely as follows: (1) personality development and

identity. Personality and identity are formed from relationships with others. As a result of interacting with others, individuals have a better understanding of themselves. Individuals who are inferior in their interpersonal skills can change relationships with others and tend to develop inaccurate and incorrect views about themselves; (2) develop work skills, productivity, and career success. These skills are needed in the world of work, related to the acquisition of high wages, inviting others to work together, lead others, overcome complex situations, and so on. The need to develop skills because at present the industry is a very important part and sustainable development; (3) improve quality of life. The social skills a person has are also able to improve the quality of life. Someone who is seen as having a good, open and friendly attitude towards others will be more accepted by the community; (4) improve psychological health; and (5) the ability to cope with stress (Parker, 2011: 49).

Gresham and Reschly (in Gimpel and Merrell, 1998) identify social skills with the following characteristics: (1) interpersonal behavior or friendship skills. This is related to the close relationship between attitude (attitude) and behavior (behavior) supported by an understanding of attitude that says that attitude is a tendency to act (Abu Ahmadi, 1991: 173); (2) behavior that is related to oneself, which is able to regulate itself in social situations, which includes skills in dealing with stress, understanding other people's feelings, controlling anger, and so on; (3) behavior related to academic success. In this case education becomes more functioned for the benefit of the need for labor in development. The approach to developing human skills in this way is known as

manpower approach (Muhadjir, 1992: 121); (4) acceptance of peers, including giving and receiving information, being able to apprehend the emotions of others, and so on; and (5) communication skills.

The conception of social skills in this study is interpreted as the skills needed for life in a multi-cultural society, a democratic society, and a global society full of competition and challenges. Social skills include communication skills, both orally and in writing and skills in working with other people, both in small groups and large groups (Widoyoko, 2007: 415). Research on social skills in this research activity is limited to cooperative skills (cooperation skills). Skills in collaborating with other people are inseparable from the skills to become leaders. Therefore research on cooperative skills is carried out through research on the ability to be a leader.

Based on the study of religious values, social norms, regulations / law, academic ethics, and human rights principles, the points of value are grouped into five main values, namely the values of human behavior in relation to the Supreme God Esa, self, fellow human beings, and the environment and nationality. The main values that are meant more clearly include: 1) the value of the character in relation to God (religious value); 2) the value of the characters who relate to themselves, namely: honest, responsible, healthy lifestyle, hard work, confidence, entrepreneurial spirit, logical thinking, critical, creative, and innovative, independent, curious, love of knowledge; 3) the value of character in relation to others or social skills which include: aware of the rights and obligations of oneself and others; adhere to social rules; respect the work and

achievements of others; polite; democratic; character value in relation to the environment; social and environmental care; nationality, nationalism, and respect for diversity.

Various terms are used to refer to wandu, including bencong, banci, wadam, namely acronyms, the words woman-adam, and transvestites which are acronyms of women (Thowok, 2005: 52). According to Atmaja (2004: 2) various designations and nicknames were given to the transsexual. Waria is a man who dressed and behaved as a woman. Transvestites are third gender, not third sex, because there are only two sexes in the world: phallus and yoni. Transvestites are only personal with two opposite things: male sex, female heart (Rowe: 2007: 7). Transvestites in Arabic are called khunsta, starting with their sex and soul, not the clothes they wear.

Transvestites are human beings who are different from others. He is male, has a type, but he has the nature and attitude like a woman. This has caused them to become minorities among the general public. Transgender attitudes are always womanly, even though they are of the same type. The attitude of her female instincts comes naturally. While someone who is born as a woman and has a tomboy is not a transvestite. His male attitude arises because of environmental influences.

Research Methods

This study uses the Research and Development method. According to Borg and Gall (1989: 782), what is meant by the research and development model is "a process used to develop and validate educational products". In "research based

development", which appears as a model and aims to improve the quality of education. In this research, Research and Development was used to produce Character Education Model as an Effort to Increase social skills for transvestites in Yogyakarta Special Region. The Research and Development research was reduced to four (4) stages of 10 steps, namely: (1) preliminary stage This stage is the stage of research and information gathering related to the existence of transvestites in Yogyakarta Special Region, (2) the planning stage of character education models for transsexuals as the development of the initial product form, (3) the testing, evaluation and revision stages through learning the practice of increasing social skills in year 2, and (4) the implementation phase of character education for transgender as an effort to improve social skills. In this 1 year study, the number of transvestites who were used as the one-on-one trial subjects was 5 people taken by purposive sampling in the city of Yogyakarta.

At this stage, the data obtained through the trial results are then analyzed descriptively through content validity and construct validity through both qualitative and quantitative approaches. Quantitative approach in this study using a computer program, while a qualitative approach using informant review and triangulation techniques. With both approaches, this research further confirms the reliability of the model developed. In principle, in this study, quantitative findings were validated with qualitative findings so that the model had good criteria. In the implementation stage, the final results of the model that have been analyzed are good model designs as a result of development, then implemented in several groups of transvestites. In order to obtain

good results, the valid model is applied in the field operational phase in several locations with heterogeneous characters. In principle, there is representation of types of groups with city, middle and lower levels. To find out the effectiveness of the model is done through field operational tests by giving pre-test and post-test. Data analysis uses qualitative data analysis and quantitative data analysis.

Research Results and Discussion

Character education model to improve social skills for transvestites in Yogyakarta Special Region through several models as follows: 1) character education model through social skills training (this type of education model will be effective if the activities are not too formal, time is adjusted to their free time, and there is concrete follow-up after the training activities are completed); 2) model of benefit principle for training participants (the principle of benefit for training participants is built on the needs of the trainees on the importance of social skills); 3) model of learning group formation (an institutional forum for program participant organizations formed on joint initiatives as an effort to facilitate coordination and discussion in study groups); 4) a sustainable coaching model for waria (for sustainable development it is also expected that there will be participation of the district government or other relevant agencies regarding character education programs for transvestites in their area); 5) Facilitation assistance model for increasing social skills (intended to enable program participants to directly follow up on empowerment activities in the form of action programs both in education, culture, religion and art). This model of facilitation assistance will help

participants to develop their character according to their interests, as well as encouraging participants that these activities have an impact on solving the problems they are facing in alternative forms of social-normative behavior according to their needs. The model is suitable to be applied considering that they need the application of social skills in real life in the form of activities and creativity in normal social life (Nur Sasongko, 2009: 25)

The above character education models can be explained that essentially the application of character education models for waria will be effective if it is adapted to their needs for the potential that exists in the environment in their social environment. The role taken by the government is solely intended to help or facilitate them to find the main problems that cause them to be discriminated against, and to build motivation, activity, and creativity to be able to rise up to build a better life that originates from themselves and collectively collectively and the potential that is owned, so that social behavior that reflects and is based on social skills will be increasingly stable. The better social skills they have, the better their socialization process will be in community life.

The main model developed in this study is the character education model through social skills training with social problem solving (SPS) where this type of education model will be effective if the activities are not too formal, the time of activities is adjusted to their free time, and there is concrete follow-up after training activities are complete. The development of this model is more focused on developing problem-based or problem solving-based models that relate to the

problems of themselves and their environment. The essence of the problem is the gap or gap between the real situation and the expected conditions, or between the reality that happened with what was expected (Sanjaya, 2008: 216). In learning activities at school, this gap can be felt from anxiety, complaints, worries, and anxiety. Therefore, the subject matter or topic is not limited to subject matter that comes from books only, but can also be derived from certain events in accordance with the applicable curriculum.

As for this development research, problem-based learning model with problem solving method, to improve social skills skills for transsexuals are modified to become a Social Problem Solving model. This is done considering the target subject is one who has a very simple mindset. It is difficult to apply problem solving methods as in formal school learning activities. This model of the Social Problem Solving model is also carried out to train social skills which in this case are more focused on cooperative skills given the many variants of social skills. The model developed is carried out through integrated activities namely the improvement of social skills. To train social skills by exploring problems in their environment. The character education model to improve social skills for transvestites can be divided as follows.

Character education model for transsexuals to improve social skills is by developing problem-based learning models with problem solving methods into Social Problem Solving (SPS) methods. In this model begins with the reality of the developing education system so far related to character education which has complex variables, in this case the focus of research is on social skills as the target of the model. Transvestite

social skills as a component of character that will find a solution to solve this reality that has been so far that the social skills of transvestites are very low. To improve the social skills of transvestites, the Social Problem Solving (SPS) method was developed through steps: forming groups consisting of 4-5 people to discuss problems around them, identify problems and choose 1 problem that they think most risky in their surroundings through group discussion, writing down what causes the problem to arise through group discussion, identifying what efforts should be made to solve the problem, determining what business is most suitable to solve the problem, determining how to apply effort to solve the problem, and assess the success of the problem solving done.

The character education model developed, begins with analyzing and identifying problems surrounding the social phenomena of transvestites through preliminary studies. The problems found through preliminary studies are the problems of transgender characters concerning social skills that are still concerning. Even their situation is still discriminated which one of the reasons is because of their lack of social skills both in their social environment, and in the wider society. Therefore, to improve the social skills of transvestites, a suitable character education model is needed. To find a suitable model, it is necessary to collect, analyze, and evaluate field data, plus efforts to diagnose needs and causes of low social skills of transvestites. Based on the results of the analysis and evaluation, as well as the diagnosis of the needs and causes of low social skills, further development plans and implementation of character education models were developed to improve the social

skills of transvestites in DIY. The hope of the model as a result of research and development is able to solve the problem of low social skills of transvestites in DIY.

The character education model as an effort to improve social skills focused on the skills of transgender cooperation developed in this study is the Social Problem Solving (SPS) model used to implement character education for transgender people. Research and Development (R & D) activities through pre-survey, theoretical studies including relevant, empirical, and practical research studies in the field finally found the concept of Social Problem Solving (SPS) as a means to improve social skills for transvestites. The concept of SPS is generated through a long process such as panel discussions, focused discussions (FGD), and product trials in the field. Before this model was tested in a one-on-one trial for feasibility or clarity of models for transvestites, all model devices were validated by experts. Theoretical, empirical, and practice studies in the field as well as intensive discussions with the transvestite research and management team and various parties through limited field trials showed that the concept of SPS consisting of components of the learning process and model devices was good. Furthermore, development products are described in the character education guide for transgender as an effort to improve social skills in the attachment of this study. After going through trials on two groups of transvestites, the following effectiveness was obtained.

Transvestite Social Skills

Table 1
Details of Pretest and Transvestite Social Skill Posttest

| No | Indicators | Group | |
|----|--|------------|----------|
| | | Pre test | Pos test |
| 1 | Can be a leader | 2,90 | 3,08 |
| 2 | Can work with others | 3,36 | 4,38 |
| 3 | Appreciate the opinions of others | 3,35 | 3,58 |
| 4 | Can build a group spirit | 3,29 | 4,12 |
| 5 | Willingness to maintain group integrity | 3,53 | 4,35 |
| 6 | Want to listen to other people's suggestions | 3,35 | 4,39 |
| 7 | Willingness to help others | 3,35 | 3,95 |
| | Mean | 3,29 | 3,98 |
| | Classification | Quite good | Good |

SPS training was given to 22 transvestites in Kebaya. Based on the details of the table above, it can be seen that there was an increase in transvestites' social skills after training in character education models for waria. The pretest results showed a good average classification with a mean of 3.29. While the posttest results indicate an increase to a good classification with a mean of 3.57. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification. There is only one indicator before training using the SPS model which has a good value category, namely an indicator of the willingness to maintain group integrity.

Table 2
Details of Pretest and Transvestite Social Skill Posttest

| No | Indicators | Group | |
|----|--|------------|----------|
| | | Pre test | Pos test |
| 1 | Can be a leader | 2,80 | 3,02 |
| 2 | Can work with others | 3,35 | 4,37 |
| 3 | Appreciate the opinions of others | 3,36 | 3,56 |
| 4 | Can build a group spirit | 3,27 | 4,13 |
| 5 | Willingness to maintain group integrity | 3,50 | 4,36 |
| 6 | Want to listen to other people's suggestions | 3,36 | 4,36 |
| 7 | Willingness to help others | 3,37 | 3,90 |
| | Mean | 3,21 | 3,56 |
| | Classification | Quite good | Good |

The current globalization process does not repel isolative condition at all, nor enable cultural development strangely. In such condition, the only method to prevent cultural conflicts is to implement dialogue between cultures.

When SPS training was given to 32 transvestites in Kebaya and Iwayo. Table 2 above shows that, there was an increase in transvestites' social skills after training in character education models for waria. The pretest results showed a good average classification with a mean of 3.20. While the posttest results indicate an increase to a good classification with a mean of 3.58. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification. There is only one indicator before training using the SPS model which has a good value category, namely an indicator of the willingness to maintain group integrity.

Discussion and Analysis

Character education model for transvestites to improve social skills is to develop problem-based learning models with problem solving methods into Social Problem Solving (SPS) methods, which specifically focus on social problems of transvestites in carrying out their lives in groups. In this model begins with the reality of the developing education system so far related to character education which has complex variables, in this case the focus of research is on social skills as the target of the model. The social skills of transsexuals as a component of character that will find solutions to solve it with the existing reality that social skills of transvestites are still low. To improve social

skills, the application of the SPS model is carried out through steps: forming groups consisting of 4-5 people to discuss social problems around them, identify social problems and choose 1 social problem that they think is most risky in their surroundings through group discussion, write down what causes the social problems to arise through group discussion, identify what efforts should be made to solve the problem, determine what business is most suitable to solve the problem, determine how to apply problem solving efforts and assess the success of problem solving.

Referring to table 1 in advance, it can be seen that there was an increase in transvestite social skills after training the character education model of the SPS model for transvestites. The pretest results showed a good average classification with a mean of 3.29. While the posttest results indicate an increase to a good classification with a mean of 3.57. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification. The indicator that has the smallest score is indicator 1, which can be a leader, namely the 2.90 pretest and posttest 3.08 with the categories before and after training, including the pretty good category. There are several other indicators that are also categorized as good enough with a score below 3.40 at the time before training, namely indicators that can work with others, respect the opinions of others, can build group spirit, want to listen to other people's suggestions, and willingness to help people other. While those who still get a pretty good score after training other than indicators of being a leader are indicators of respecting the opinions of others.

Field operational trials in Table 2 of 32 transvestites, it can be seen that there was an increase in transvestite social skills after training the character education model of the SPS model for waria. The pretest results showed a good average classification with a mean of 3.20. While the posttest results indicate an increase to a good classification with a mean of 3.58. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification. The indicator with the smallest score is indicator 1, which can be a leader namely pretest 2.80 and posttest 3.02 with categories before and after training, including good enough categories. There are several other indicators that are also categorized as good enough with a score below 3.40 at the time before training, namely indicators that can work with others, respect the opinions of others, can build group spirit, want to listen to other people's suggestions, and willingness to help people other. While those who still get a pretty good score after training in addition to indicators of being a leader are indicators who respect the opinions of others.

Conclusions

Based on the results of the research and development carried out, through the process of data collection and analysis, it can be concluded the following research conclusions.

1. Based on the results of the main trial of 22 transvestites, it can be seen that there was an increase in transvestites' social skills after training the character model of the SPS model for transvestites. The pretest results showed a good average classification with a mean of 3.29. While the posttest results indicate an increase to

a good classification with a mean of 3.57. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification. The indicator that has the smallest score is indicator 1, which can be a leader, namely the 2.90 pretest and posttest 3.08 with the categories before and after training, including the pretty good category. There are several other indicators that are also categorized as good enough with a score below 3.40 at the time before training, namely indicators that can work with others, respect the opinions of others, can build group spirit, want to listen to other people's suggestions, and willingness to help people other. While those who still get a pretty good score after training other than indicators of being a leader are indicators of respecting the opinions of others.

2. The results of field operational trials on 32 transvestites, it can be seen that there was an increase in social skills of transvestites after training the character education model of the SPS model for waria. The pretest results showed a good average classification with a mean of 3.20. While the posttest results indicate an increase to a good classification with a mean of 3.58. Based on these data shows that all aspects that are considered good regarding social skills show a good and good classification. The indicator with the smallest score is indicator 1, which can be a leader namely pretest 2.80 and posttest 3.02 with categories before and after training, including good enough categories. There are several other indicators that are also categorized as good enough with a score below 3.40 at the time before training,

namely indicators that can work with others, respect the opinions of others, can build group spirit, want to listen to other people's suggestions, and willingness to help people other. While those who still get a pretty good score after training in addition to indicators of being a leader are indicators who respect the opinions of others.

Suggestions

Based on the conclusions described above, the following important things can be recommended.

1. For transgender group managers, social services, police, teachers, and observers of transgender social problems, it is necessary to consider the use of the SPS model in developing characters, especially regarding social skills, especially the ability to work with them.
2. For the next researcher, the SPS model must be further tested in a wider subject so that the sharpness and sensitivity of the model becomes more secure and can be applied to various characteristics of transvestites in Yogyakarta.

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