PORTRAYAL OF CHARACTER EDUCATION

IN A HIGH SCHOOL ENGLISH TEXTBOOK: A CONTENT ANALYSIS

A Thesis

Presented to the Department of English Language Education as a Partial
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in English Language Education

By

Ayu Sarah

16322082

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA

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By

Ayu Sarah

16322082

Approved on August 2023

By

Supervisor:

Irma Windy Astuti, S.S., M.Hum.

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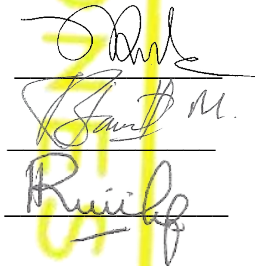
Ayu Sarah

16322082

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and Declared Acceptable

Board of Examiners

Chairperson   : Irma Windy Astuti, S.S., M.Hum

First Examiner   : Banatul Murtafi'ah, S.Pd., M.Pd

Second Examiner   : Rizki Farani, S.Pd., M.Pd

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Department of English Language Education Faculty of Psychology & Socio-
Cultural Sciences Islamic University of Indonesia

Head of Department,

Puji Rahayu, Ph.D.

ABSTRACT

Moral deterioration dishonesty, deceit, Bad language, drugs, violence, and even criminal activity are all issues posed by globalization. an education stakeholder in Indonesia, the Ministry of Education and Culture (*Mendikbud*) endorsed the 2013 Curriculum Guidelines as national education implementation. this research is to examine character education in English textbooks for second and senior high school students using content analysis.

Keywords: Moral Value, Character Education, English Textbook, Analysis

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the study, the formulation of the problem, the objective of the study, and the significance of the study.

A.   Background of the Study

Moral degradation becomes an academic issue. Globalization challenges schoolchildren's moral deterioration, such as dishonesty, cheating, bad language, drugs, violence, and even criminal activities (Harmaadi et al., 2022). UNESCO (2017) reported that global gender-based violence affects more than 246 million schoolchildren each year. Besides, a high number of Indonesian bullying cases, nearly half of schoolchildren (41%) reported being bullied at least a few times per month (OECD, 2019). In addition, the National Anti-Narcotics Agency of Indonesia reported the number of drug addiction cases among teenagers reached 3.6 million in 2019 (Puslidatin, 2019). Dealing with a number of moral crises, Baswedan (2014) proclaimed an educational emergency in Indonesia. However, Ryan and Bohlin (1999) believed that a school is a place where students learn and grow intellectually, mentally, and emotionally and can implement character education as a medium of preventive student misbehavior phenomenon. According to the statement, The Ministry of Education and Culture *(Mendikbud)*, as an education stakeholder of Indonesia, adopted the 2013 Curriculum Guidelines as national education Implementation, to increase knowledge and develop student character. Presidential Regulation No. 87 in 2017 declare that Strengthening Character Education in across Indonesian schools. One of the ways to strengthen

characters, educational policy provides textbooks as a national curricular strategy that bridges the gap in offering proper moral material for character development (Widodo, 2018). Character education textbooks are already used widely among elementary schools, middle high schools, and senior high schools' level. Some researchers already studied moral values in English textbooks. for instance, Canh (2017) discovered moral education in Vietnamese secondary school English textbooks. Seventh, eighth, and ninth-grade national English textbooks were included. While Feng (2017) identified the social values of 19 Hong Kong English textbooks ranging from primary to secondary school. Permana et al., (2018) discovered moral value in three grades of Indonesian secondary school English textbooks. Gailea et al., (2019) identified the strongest moral value in an eighth-grade junior high school textbook of Indonesia. Based on all previous studies on the character education of English texts in junior high schools to fill this gap, this study aims to analyze character education in English Textbooks for second-grade senior high school through content analysis. This study aims to examine how character education content is represented in English textbooks for second-grade Senior high schools revised 2017 edition.

B.   Formulation of the problem

Based on the background of the study, the writers identified problems:

What types of character education value were portrayed in the English textbook second-grade Senior high schools revised edition?

C.   Objective of the study

This study aims to discover character education value portrayal in the English textbook Second-grade Senior High Schools revised edition.

D.   Significance of the Study

This research is expected to make a positive contribution to educators, students, policymakers, and all stakeholders involved in creating a positive school environment culture. Furthermore, this study expects that educators will get textbook references, identify the values represented, and use them as media learning.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents related, relevant studies of research and the research gap of this research.

A.   Definition of Character Education

Character education can be defined as a method of character development based on moral principles, while character comes from the Greek language term *charassein*, which means to engrave, scrape, or etch. in the context of social behavior is a representation of rooted values (Ryan & Bohlin, 1999). According to Vessels and Boyd (1996), character education is described as intentional lessons that encourage social and personal responsibility, as well as character development. While Berkowitz and Bier (2007), defined character education as a nationwide movement aimed at instilling values and morals in a future generation. It consists of three components: First, social skill awareness refers to the ability to understand the various social dynamics and cultural norms while learning social interactions skill, giving compliments, discussing, development confident, and overcoming shyness. Second, self-management skill refers to the ability to control their own action, behaviors, and emotion in various situations. Third, decision-making skill refers to ability that involves assessing options, consider consequences, and choosing the best action based on information in a peaceful mind.

However, researchers agreed that a person's character is a complicated psychological value in which character development is heavily influenced by family environment, community environment, and School environments (Arthur &

Kristjánsson, 2022; Berkowitz & Bier, 2004; Harmadi et al., 2022; Lerner, 2007). Family has the role of social educator in the development and upbringing of individuals, it serves as the primary institution how to learn values, behaviors, and relationtionship (Harmadi et al., 2022). On the education environment side, Arthur & Kristjánsson, (2022); Fertman and Van Linden (1999); Harmadi et al., (2022) believe that school assists in shaping the good values of the young generation, and this is imparted implicitly or explicitly through curriculum education, rule of the school, and materials of study. Many factors impact character development, but the goal is a good character of the generation can give a contribution to making a good society (Arthur & Kristjánsson, 2022)

B. Portrayal of Character Education in English Textbook

Previous studies already analyzed how character education is portrayed in a textbook with different results. Serasi et al., (2022) applied content analysis to determine how character education is included in secondary school English textbooks. This study employs two textbooks, the first titled "When English Rings A Bell" for eighth grade and the second titled "Think Globally Act Locally" for ninth grade. Those book analyses are based on the Indonesian government's eight teen-character values and Thomas Lickona's framework. According to this study, both books already use character education, although just a small portion. The first textbook discovered 73 times or 39% has no references to God, while the second book discovered 115 times or 61% has no references to wisdom, self-confidence, or justice. This study suggests that publishers and book developers add additional value to the 18-character values provided by the Indonesian government. Another

research conducted by Gailea et al., (2019) discovered a textbook for eighth-grade junior high school entitled *"When English Rings a Bell"* and found Friendly character is the most dominant character based on eighteen values issued by the Ministry of Education and Culture. In addition, Permana et al., (2018) applied content analysis to identify character education textbooks for seventh, eighth, and ninth grades of junior high school. According to this study, the highest content discovered in books is self-awareness, with the exception that the books do not fully contain all eighteen-character values.

C. Theoretical Framework

National Character Education includes the following eighteen values: Religious values; Honesty; Discipline; Perseverance; Creativity; Independence; Curiosity; Reading Interest; Responsibility; Tolerance; Democracy; Appreciation; Friendliness; Love of peace; Environmental awareness; Social Awareness; Nationalism; Patriotism. In terms of another value found by Arthur and Kristjánsson (2022), The Jubilee Center framework's four main values are as follows: Intellectual value; Moral value, Civic value, and performance value. Tigner (1993) Makes seven outlines of value as follows: Good character; Relation of friendship; Responsibility; Courage; Self-Mastery; Justice and wisdom.

Hidden curriculum focuses on developing values, ideas, attitudes, and social norms in schoolchildren that be applied to a good society (Cubukcu, 2012). Meanwhile, Azimpour and Khalilzade (2015) stated that hidden curriculum relates to the content of books, textbooks, and methods, but it also refers to all implicit materials and concepts in the educational system's principles and structure. In

addition, Widodo (2018) believed that the textbook serves as an educational guide for schoolchildren in shaping ways of thinking, valuing, and performing in society.

Based on the theoretical framework this research uses Tigner's seven outlines of value as follows; Good character; Relation of friendship; Responsibility; Courage; Self-Mastery; Justice and wisdom (Tigner, 1993). The Data on the characters' education will be obtained in An English Textbook Second-grade Senior High Schools Revised 2017 edition.
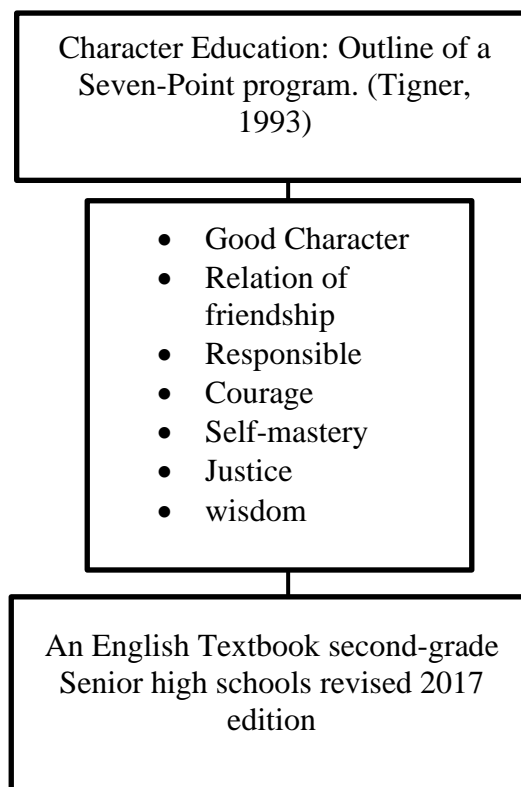
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┌─────────────────────────────────┐
│  Character Education: Outline of a │
│  Seven-Point program. (Tigner,   │
│              1993)               │
└─────────────────────────────────┘
        ┌──────────────────────────┐
        │  • Good Character         │
        │  • Relation of            │
        │    friendship             │
        │  • Responsible            │
        │  • Courage                │
        │  • Self-mastery           │
        │  • Justice                │
        │  • wisdom                 │
        └──────────────────────────┘
      ┌──────────────────────────────┐
      │  An English Textbook second-grade │
      │  Senior high schools revised 2017 │
      │              edition             │
      └──────────────────────────────┘
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Figure 1.1 Theoretical framework

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer presents the research design, research procedure, data source, data analysis

A. Research Design

This research applies qualitative analysis design. According to Adedoyin (2020), a method of inquiry is used to understand and interpret people's experiences, behaviors, and social phenomena. In addition, Mohajan (2018) stated qualitative aims to gain in-depth insights into the meaning and subjective point of view aspects of a particular phenomenon.

The research used a content analysis design It will be identified using Tigner's seven outlines of value as follows; Treating someone seriously; Relation of friendship; Responsibility; Courage; Self-Mastery; Justice and wisdom (Tigner, 1993). Meanwhile, content analysis can be defined as the process of examining written, verbal, or visual communication (Mohajan, 2018). According to Bengtsson (2016), The purpose of content analysis is to categorize data and draw acceptable conclusions.

B. Data Sources

The data for this study were taken from the English textbook Second-grade Senior High Schools revised 2017 edition. This is a student book created by the government as part of the implementation framework for the 2013 Curriculum. The following were featured in the book's chapter:
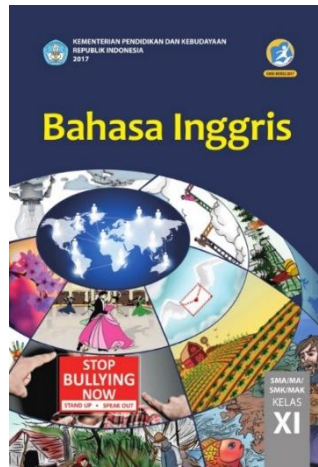
Figure 3.1: Cover of an English textbook

List of Content
Chapter 1: Offer & Suggestion Chapter 2: Party Time Chapter 3: National Disaster-An Exposition Chapter 4: Letter Writing Chapter 5: Cause & Effect Chapter 6: Meaning Through Music Chapter 7: Explain This! Enrichment

Table 3.2 : List content of the book

C.   Data Analysis

The data gathered from the English textbook Second-grade Senior High Schools revised 2017 edition is classified based on the character value column while collected through a checklist template. Meanwhile, data analysis is

accomplished in three steps: data reduction, data display, and making conclusions (Miles & Huberman, 1994)

Figure 3.3: The Steps for analyzing the data

No	Category	Yes / No	Frequency	Found on page (s)
1.	Treat someone seriously			
2.	Relation of friendship			
3.	Responsible			
4.	Courage			
5.	Self-mastery			
6.	Justice			
7.	Wisdom			

Table 3.4: Category of content book

CHAPTER IV

FINDING AND DISCUSSION

4.1. Findings

      In this chapter, the writer presents the findings and discussion on the research. There were six characters found in in the English textbook Second-grade Senior High Schools revised edition. The most frequent treat someone seriously value.

No	Category	Yes / No	Frequency	Found on page (s)
1.	Treat someone seriously	Yes	7	3, 12, 19, 40, 75, 89, 126
2.	Relation of friendship	Yes	5	3, 19, 40, 62, 75
3.	Responsible	Yes	4	19, 46, 125, 141
4.	Courage	Yes	5	19, 87, 89, 130, 140
5.	Self-mastery	Yes	2	89, 91
6.	Justice	Yes	1	131
7.	Wisdom	No	0	-

Table 4.1: Category of content book

A. Treat someone seriously

Treating someone seriously refers to approaching someone with respect, attentiveness, and consideration.

> *Siti:* **You look tired. What is going on?**
> *Jane: I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it*
> *Siti:* **Would you like any help?**
> *Jane: Yes, please. I would really appreciate it. Thank you!*
>   Page 3

> *A: Good morning. Can I have your ticket, please? Do you have any luggage?*
> *B: Yes, one suitcase.*
> *A: Please place it here.* **Would you like a window or an aisle seat?** *Ok, sure.* **Is there anything else I can do for you?** *You are welcome. Here is your boarding pass. Please be at gate B 30 minutes before boarding. Have a nice flight!*
>   Page 12

> *Jane: I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.*
> *Siti: Hey! Stop! You are getting too serious!*
> *Jane: Yes! You should be serious about it as well.* **I would like to point out that bullying is everyone's problem and responsibility.** *If you condone bullying in any way, shape, or form it means you are taking part in it whether it is directly or indirectly by being silent.*
>   Page 19

> *Joko:* **Would you like to come over for dinner tonight?**
> *Yeni: Thank you! I'd love to.* **Would you like me to bring something?**
> *Joko: No, nothing, just come.*
> *Yeni: OK. What time?*
> *Joko: At 7 p.m.*

Yeni: OK, see you then.

Page 40

Jane: Hi Ray! ***What are you doing?***

Ray: Hey Jane! I am reading an article on smoking.

Jane: ***Smoking! Why?***

Ray: For presentation in Science class.

*Jane**: So tell me what you learned about smoking***

Page 75

We are not afraid
We are not afraid
We are not afraid

TODAY Oh
deep in my heart
I do believe We shall overcome someday.

Page 89

*So, next time**, if you see someone getting bullied,** would you try to stop it or let it happen?* ***Remember, bullying is everyone's problem****, therefore, everyone has to be part of the solution.*

Page 126

The seven pages above are about taking someone seriously. Begin with the empathy shown on pages 3 and 40. further support fellow seen on pages 19 and 126; validation of our feelings is seen on page 89; active listening is shown on page 75; the last treating someone nicely is shown on page 12.

B.   Relation of friendship

Relation of friendship is defined as being nice, friendly, and respectful in one's dealings with others. A person who is friendly approachable and interested in developing great relationships.

> Siti: **You look tired. What is going on?**
> Jane: I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it
> Siti: Would you like any help?
> Jane: Yes, please. **I would really appreciate it. Thank you!**
> Page 3

> Siti : **Why are you looking so sad?**
> Jane : I was reading an opinion article on bullying. It made me extremely sad.
> Page 19

> Joko: **Would you like to come over for dinner tonight?**
> Yeni: Thank you! I'd love to. Would you like me to bring something?
> Joko: **No, nothing, just come.**
> Yeni: OK. What time?
> Joko: At 7 p.m.
> Yeni: OK, see you then.
> Page 40

> My Dear Lovely Siti
> **Hello! How are you, sweetie?** I know you are angry with me because I am writing to you after a long time. **I am so sorry, please forgive me.** You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach.
> Page 62

> Jane: Hi Ray! **What are you doing?**
> Ray: Hey Jane! I am reading an article on smoking.
> Jane: Smoking! Why?
> Ray: For presentation in Science class.

Jane: So tell me what you learned about smoking.

Page 75

There are five pages about the kindness of friends, i.e., empathy, care, and an invitation to visit a location.

C.   Responsible

A responsible character is defined as someone who continuously shows responsibility and a strong sense of duty in their actions and decisions.

> *Yes! You should be serious about it as well. **I would like to point out that bullying is everyone's problem and responsibility.** If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.*
> Page 19

The above is a piece of a friend's conversation with opposing views on an issue.

Some argue that bullying issues are our responsibility.

> *In conclusion, **global warming is not a new problem nor are we solely responsible for it.** But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.*
> Page 46

The above global warming article concludes global warming is a new problem that has to be responsible.

*I would like to point out that bullying is **everyone's problem and responsibility**. If you condone bullying in any way, shape or form, it means you are taking part in it, whether it is directly or indirectly, by being silent. The majority of people agree that we have to work together towards eliminating this problem.*

Page 125

The essay addresses the issue of bullying in the environment. The purpose of this essay is to raise awareness of bullying as a problem and everyone's responsibility.

*Madame Loisel: The necklace you have is actually just a replacement. I am afraid that I lost yours. We borrowed money to purchase a replacement and have spent **the past ten years paying off the debt, but today, we have made the last payment.***

Madame Forestier: Ten years? Surely it could not have taken that long to pay off the amount needed to replace the necklace?

Page 141

Above is a dialogue between Madame Loisel and Madame Forestier. The conversation begins with Madame Loisel removing the necklace and secretly replacing it despite her limited funds. In the end, the madame has a responsibility to make the last payment of the necklace.

D. Courage

Courage refers to character involves the ability to confront fear, adversity, challenges, or difficult situations with bravery and determination.

Jane: I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Siti: **Hey! Stop! You are getting too serious!**

Jane: Yes! You should be serious about it as well. **I would like to point out that bullying is everyone's problem and responsibility.** *If you condone bullying in any way, shape, or form it means you are taking part in it whether it is directly or indirectly by being silent.*

Page 19

When the night has come and the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand*, stand by me*

Page 87

We are not afraid,
We are not afraid,
We are not afraid,

TODAY Oh, deep in my heart,
I do believe We shall overcome,
some day.

Page 89

All of us, I am certain, are united by more important things than those which superficially divide us. **We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism.** *And we are united by a common determination to preserve and stabilize peace in the world.*

Page 130

Madame Forestier: My Dear, **what could have happened**

to make you do that?

Madame Loisel: **It was your necklace, or rather**

my desire to be elegant, that caused this

Madame Forestier: But how is that possible?

I have the necklace. I wore it to

the theater just the other night.
Page 140

The five pages above contain courageous characters. Dare to be against yourself,

dare to speak about what you believe, dare to be injustice, and dare to be honest.

E.   **Self-mastery**

Self-mastery refers to having control over one's thoughts, emotions,

impulses, and actions. It's about developing the ability to manage oneself in a

balanced and disciplined way.

> **Oh, deep in my heart,**
> **I do believe We shall overcome, some day.**
> *The whole wide world around*
> *The whole wide world around*
> *The whole wide world around some day*
> Page 87

> *And then a hero comes along*
> *With the strength to carry on*
> *And you cast your fears aside*
> *And you know you can survive*
> *So when you feel like hope is gone*
> **Look inside you** *and be strong*
> **And you'll finally see the truth That a**
> **hero lies in you.**
> Page 91

The two pages above show the ability and confidence in oneself in dealing with

something.

F.   **Justice**

Justice refers to a societal principle that entails the fair and equal treatment

of all persons, ensuring that their rights are upheld.

I beg of you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew. Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation.

Page 131

above show Soekarno speaking up for justice in international forums and contributing to establishing Indonesia.

4.2. Discussion

The researcher analyzed the content of character education in the 2017 revised edition of second-grade English textbooks for senior high schools. A high self-awareness value was found in this book. Treat someone seriously found 7 frequency; Relation of friendship found 5 frequency; Responsible found 4 frequency; Courage found 5 frequency; Self-mastery found 2 frequency; Justice found 1 frequency; Wisdom was not found. A total of 24 values are implemented in the English textbook Second-grade Senior High Schools revised 2017 edition. The characters manifested in this present study confirm the theory from Tigner (1993).

CHAPTER V

CONCLUSION

The English textbook Second-grade Senior High Schools revised 2017 version by the Ministry of Education and Culture contains 6 out of 7 guiding ideals of Tigner's seven outlines of value as follows; Treat someone seriously; Relation of friendship; Responsibility; Courage; Self-Mastery; Justice and wisdom (Tigner, 1993). With the highest frequency of Treating someone seriously, friendship and Courage take the highest place. The researcher concludes that while this book is extremely effective at building strong self-knowledge and social awareness in the relationship sphere, it is still weak in the societal and national social spheres. The researchers suggest that publishers and book content providers contribute value based on their understanding of the relevance of a community or social country.

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