



Character Education Values on Alice's Characterization in The Alice's Adventures in Wonderland by Lewis Carroll

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Abstrak

Pendidikan merupakan kebutuhan esensial bagi pembentukan karakter manusia. Pendidikan juga dapat menjadi salah satu cara yang digunakan untuk menjaga warisan budaya dan karakter bangsa generasi muda. Namun, kualitas pendidikan perlu diperhatikan dalam membangun bangsa yang baik. Jika pendidikan kurang berkualitas, maka berdampak negatif bagi generasi mendatang, seperti munculnya fenomena degradasi karakter. Penelitian ini bertujuan untuk mengidentifikasi nilai-nilai pendidikan karakter pada penokohan Alice dalam karya sastra anak berjudul *Alice's Adventures in Wonderland* (1865) karya Lewis Carroll. Nilai-nilai pendidikan karakter dalam penelitian ini dirumuskan oleh Kemendikbud RI (2017) yang memiliki lima nilai inti yaitu religius, nasionalis, mandiri, kooperatif, dan integritas. Penelitian ini menggunakan pendekatan kualitatif deskriptif oleh Miles dan Huberman (1994) dalam model interaktif yang dibagi menjadi empat langkah, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Peneliti menemukan bahwa ada 20 karakter penokohan Alice yang hadir secara langsung dan tidak langsung; dan terdapat 13 nilai pendidikan karakter dari penokohan Alice.

Kata Kunci: Pendidikan Karakter, Penokohan, Sastra Anak

Abstract

Education is an essential need for human character building. Education also can be one of the methods used to maintain the cultural heritage and national character of the young generation. However, the quality of education is needs to be considered in develop good nation. If the education is lack of quality, it makes negative affect for future generations, such as the emergence of the phenomenon of character degradation. This study aimed to identify character education values on Alice's characterization in the children's literature entitled *Alice's Adventures in Wonderland* (1865) by Lewis Carroll. The values of character education in this study formulated by the Ministry of Education and Culture of Indonesia (2017) which have five core values, they are religious, nationalist, independent, cooperative, and integrity. This study used descriptive qualitative approach by Miles and Huberman (1994) in an interactive model that is divided into four steps, namely data collection, data reduction, data display, and conclusion drawing/verification. The researcher found that there are 20 characters of Alice's characterization that present direct and indirect; and there are 13-character education values from Alice's characterization.

Keywords: Character Education, Characterization, Children's Literature

1. INTRODUCTION

Education is an essential need for human character building. Education also can be one of the methods used to maintain the cultural heritage and national character of the young generation. From the education process, students can develop cultural and national character by showing the process of internalization and appreciation values (Lasmawan, 2013). Besides, a human with a strong character of goodness able to live together in peace, make a good relationship, give goodness, and help each other. It makes people prosperous in living together and developing the nation.

However, the quality of education is needs to be considered in develop good nation. If the education is lack of quality, it makes negative affect for future generations, such as the

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emergence of the phenomenon of character degradation. The phenomenon of character degradation lately has been circulating in social media, for example, doing lies, brawling, bullying, low respect, speech impolitely, and even often issued harsh words (Cahyo, 2017). Hence, developing a character education is important to minimize character degradation.

Character education is an effort to maintain good behavior both in individual and social life. According to Lickona in (Ariesinta, 2016), character education is the way to develop good character of the student through their psychological, social learning, and cognitive development frameworks. Besides, (Kamaruddin, 2012) states that character education is not only to teach students about right or wrong, but it also involves the student in understanding how to live with humility. Hence, character education has been implemented in 2013 curriculum in Indonesia. It supported by the policy from the Ministry of Education and Cultures of Indonesia that is about declaration of Gerakan Nasional Pendidikan Karakter (the national movement of character education). Then, it optimized by Gerakan Penguatan Pendidikan Karakter (the movement for strengthening of character education) or PKK. This movement has emphasized on five core values of character education; they are religious, nationalist, independent, cooperative, and integrity (Kemendikbud, 2017).

Considering the implementation of character education values in the 2013 curriculum, there are some subjects in the school that contain of character education. One of subject is about learning language. According to (Albantani & Madkur, 2016) integrating character education in language teaching is effective and highly necessary to involve culture in the instructional activity. The teacher may use some media as instructional activity that consist of character education values. Literature is one of the media that is suitable both in teaching language and character education. According to (Edgington, 2002) literature can be considered as a vehicle for transferring values from the story. It means that literature is a work of art to study language that delivered character education from the story. Literature that is appropriate for children and easy to read at all levels is called children's literature.

Children's literature is the same as a storybook that is suitable for children because it consists of the social aspect, morals, psychology, ethics, and education values for the readers (Utomo, 2018). It can be proved by several studies that conducted a research about children's literature works, including a research from (Sekeh, W et al., 2019) about analyzing character education values in *The Little Prince* by Antoine De Saint-Exupery. Based on the previous research, the children's literature of *The Little Prince* contains some values such as religious, tolerant, social care, and responsible. This finding proved that children's literature contains character education values that relevant to the purpose of this research.

The writer of present research was interested in children's literature entitled *Alice's Adventures in Wonderland* by Lewis Carroll (1865). This literature work tells about the story of Alice, who has roles as children that have experience in Wonderland. She pursues the White Rabbit and then meets with the other unique creatures such as Cheshire Cat, Queen of Heart, Mad Hatter, The Walrus, and Carpenter (Bauer & Lawne, 2020). Some researchers conducted a study about an analysis of *Alice's Adventures in Wonderland* (1865). The previous researchers found some implicit values in *Alice's Adventures in Wonderland* (1865). One example is the reason for the author's mind about creates a wonderland in the story. It was created because to illustrate the issues of society in the Victorian era as Carroll's experienced in that period (Rad, 2016). However, Alice as the main character in the story has a role model as a child, it becomes the representative of children's life in new experiences. Alice is a child that represents the alternative ways to be female and she is an image of a Victorian child (Romera, 2017). From those studies, the story of *Alice's Adventures in Wonderland* may have other implicit values, such as the character education.

This research was focused on identifying character education in Alice's characterization in the children's literature entitled *Alice's Adventures in Wonderland* (1865).

According to (Garvey, 1978) characterization is an invest of identifying character with an attribute or set of attributes that also can be called as trait, qualities and characteristics. Therefore, from the identifying character in Alice's characterization, the character education was founded. This research aimed at analyzed five core values of character education in Alice's characterization formulated by the Ministry of Education and Culture of Indonesia (2017).

2. METHOD

This study is conducted with qualitative method by Miles & Huberman (1994). According to Miles & Huberman (1994), there are four steps in data analysis, namely, data collection, data reduction, data display, and conclusion drawing/verification that present in the Figure 1.



Figure 1. Flowchart of Qualitative Data Analysis
(Miles and Huberman, 1994)

The subject of this study is Alice as the main character in *Alice's Adventures in Wonderland* by Lewis Carrol (1865). The researcher focused on Alice's characterization to find character education values. The object in this study is the values of character education in the main character named Alice in *Alice's Adventures in Wonderland* (1865). Based on the Ministry of Education and Cultural of Indonesia (2017), there are five core values that should be implemented, such as religious, nationalist, integrity, independent, and cooperative. The technique to find out the characterization of Alice is adapted from Garvey's theory. (Garvey, 1978) stated that there are two method in presenting the character in the story, namely, direct method (telling by author or other character and names) and indirect method (dialogue, speech, and action).

This study used the researcher, table, and note as the research instruments. Then, the researcher used three tables to collect the data. The first table is the table sequence segmentation that used in this research formulated from the theory of Bordwell and Thompson (2010). The table contains the description of the sequence segmentation of children's literature works that shows the sequence that is divided into some explanation of certain events. The second table is the table of identification of Alice's characterization. It shows the name of character/traits, number of sequences, description and technique of finding characterization. The third table is a table of observation sheet of character education values. The table consists of values and sub-values of character education stated by the Ministry of Education and Culture (2017). There are five core values and 15 sub values that present in the table. The table shows how often the frequency of sub values that appear from the second table and mention which sequence about.

3. RESULT AND DISCUSSION

Result

The characterization of Alice identified from the sequences of the story. Based on the story, there are 20 characters of Alice that are present by the author in the story. Alice has strongest character as curiosity, peace-loving, brave and care. It frequently appears in the whole chapter the story. However, Alice present the other characters, namely, hardworking, imaginative, wise, creative, loyal, optimist, discipline, desperate, stubborn, appreciative, social aware, tolerance, reckless, sincere, honest and responsible. Those characters are rarely appears in the story and just for the specific situation. From those characterizations, it can be divided into five core values supported by 15 values from the Ministry of National Education.

Alice being Religious

Religious is the character education values that reflected the faithfulness toward God through the action in daily life with other humans (Ministry of Education and Culture, 2017). Alice has some characters that reflect on religious as character education value. The first character of Alice that reflects on religious value is peace-loving. Along the story, it appears as Alice's character as peace-loving. It can be seen in quotation bellow,

She took down a jar from one of the shelves as she passed; it was labeled "ORANGE MALMADE," but to her great disappointment, it was empty. She did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past. (Carroll, 1865:8)

From the description of Alice's action above, it shows that Alice does not want to hurt others because of her actions by dropping the jar. Therefore, from her simple good deeds, it can be considered Alice as peace-loving because Alice tries to be a good child by not hurting others. The other character of Alice that reflects on religious value is sincere. The character Alice as sincere occurs after Alice meets with other creatures such as Mouse, Dodo, Lory, Crab, and Birds. The author show her sincere with following evidence,

Alice had no idea what to do, and despair she put her pocket, and pulled out a box of comfits, (luckily the saltwater had not got into it), and handed them round as prizes. There was exactly one a-piece all around (Carroll, 1865: 26)

The evidence above shows Alice in sharing a gift to the unique creatures. Even though Alice just has a box of comfit, she is sincere in sharing it as a gift to the creature evenly.

The last value that reflects on religious value is wise. The character of Alice as wise appears along the story. The author shows Alice's character as a wise person based on her decision to do something. There are some impossible events in the story. It's because Alice was in Wonderland with a power of fantasy. Alice must be decided for the best things. The author presents the consideration of Alice based on her mind and experiences as bellow,

It was all very well to say "Drink me," but the wise little Alice was not going to do that in a hurry, "No, I'll look first," she said, "and see whether it's marked 'poison' or not" for she had read several nice little histories about children who had got burnt, and eaten up by wild beast and other unpleasant things. (Carroll, 1865: 12)

From the evidence above, the author directly states that Alice is a wise person. In other hand Alice shows her thought in considering the water that marked 'drink me. Alice

shows her consideration by her knowledge about the caution of unfamiliar things from the histories that have ever been heard before. Therefore, it reveals Alice as a wise person directly by the author.

Alice being Nationalist

Nationalist is about thinking, attitude, and action that show loyalty, caring, and appreciate to the languages, physic environment, culture, social, economy, and political that willing to concern with the affairs of the people rather than yourself (Ministry of Education and Culture, 2017). In the story of Alice's Adventures in Wonderland, the nationalist value is divided into two sub-values, namely discipline and appreciative. Alice as discipline person can be analyzed by her behavior. As Alice said when she was in the March Hare's tea party as bellow:

"I hope they'll remember her saucer of milk at tea-time... (Carroll:10)

The evidence above Alice shows her habits in fed her lovely cat's tea-time. It means Alice is a discipline in her time to feed the cat. Therefore, it reveals Alice's character as a disciplined person in the story.

The next character of Alice that reflects on character education value is appreciative. Alice shows the expression of giving compliments. Alice is giving a compliment to the Gyrphon and Mock Turtle because of their lobster quadrille or lobster's dance. Therefore, the expression of the compliment from Alice reveals Alice as appreciative.

"Thank you, it's a very interesting dance to watch," said Alice (Carroll, 1865: 95)

From the quotation above, Alice appreciates the lobster quadrille by word '*thank you*' and '*interesting dance*' that reveals as appreciative expression. Therefore, Alice's character as an appreciative person can be seen from the quotation above.

Alice being Independent

Independent is the value that has braveness, not depend on the other for doing something (Ministry of Education and Culture, 2017). There are 3 sub-values supported integrity values; they are creative, brave, and hardworking. The character of Alice as creative reflects on character education value. From the story, Alice shows her character as creative through her mind and action. Alice stated her idea to spend her time, her idea to manage her size by eating the cake, her tactic in handling the monster of a puppy and shows Alice as a planner person to find the way out as bellow;

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies (Carroll, 1865: 7)

The evidence shows the idea of Alice to spend her time when she was accompanying her sister reading the book. The idea of Alice is about making a daisy-chain. In making something, it will need the creativity of the process. Therefore, the idea of Alice in making a daisy-chain reveals as Alice's character is creative. The second value that reflects Alice as independent is brave. Alice shows her character as a brave girl who appears in the 11 sequences. It can be seen implicitly from her action and dialogue. Eventually, Alice shows her brave in her decision to take the challenge. The following quotation is about Alice's decision to take the challenge by the queen:

"That's right!" shouted the Queen. Can you play croquet?" The soldiers were silent and looked at Alice, as the questions were evidently meant for her. "Yes!" shouted Alice. "Come on, then!" roared the Queen, and Alice joined the procession, wondering very much what would happen next. (Carroll, 1865: 76)

As the quotation above, Queen Heart challenges Alice to play croquet with her, and Alice immediately accepts the challenge. Previously, Alice had known the Queen Heart's arbitrary nature and always wanted to win, but Alice proved that she was a brave girl. For this reason, considering Alice's decision declares Alice's character as a brave. The third value reveals as character education is hardworking. Along the journey, Alice shows her character as hardworking through her effort.

She found she could not possibly reach it. She could see it quite plainly through the glass, and she tried her best to climb up one of the legs of the table, but it was slippery. (Carroll, 1865:13)

From the evidence it shows that Alice tries as hard as she could to reach the key on the table glass that was slippery. Although Alice knows that it is not possible to reach the key, she wants to try and try. From the effort above it shows that the character of Alice is revealed as hardworking.

Alice being Integrity

The Ministry of Education and Culture (2017) defines integrity as values that come from behavior, which is trying to bring themselves as a man that believable in saying, doing, and working, also can be commitment and sincerity in human and moral values. The first sub value that dominant refers to integrity values is curiosity. Along the story, the author shows Alice as a curious person started when she was saw the White Rabbit in unusual appearance, then Alice followed the rabbit to the rabbit-hole. Alice more and more curious when she arrived in Wonderland. Then she tries to gain the information about Wonderland by asking and discuss with several creatures in Wonderland.

Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she across the field after it, (Carroll, 1865:8)

The quotation above shows the description of White Rabbit's appearance that seems unlike the rabbit in general. After it, the author directly stated that Alice was in a feeling of curiosity about it. Therefore, with the statement from the author it can reveal Alice's character as a curiosity.

The second value that refers to integrity value is honest. Based on the story, Alice shows her character as honest. The sequence is about Alice's confession against the pigeon that she ever eats the egg. Alice tells her story in eating the egg, even though Alice knows that the pigeon does not believe in her because of her physic that seems like a serpent.

I have tasted eggs, certainly," said Alice, who was a very truthful child, but little girls eat eggs quite as much as serpent do, you know." (Carroll, 49)

The evidence above shows Alice in answering the question of pigeon about the eggs. The author state Alice as a truthful child in answering the question. It means that Alice's character is honest.

The third value that reveals integrity in Alice's characterization is loyal. Alice showed as a loyal person when she accompanied her sister even though she was feeling tired. It shows in the sequence of 1a as the beginning part of the story. There is other sequence that shows Alice as a loyal person when she was remembered about her cat in along the story. Alice also shows that she was loyal to herself when she worries about her feet, and she planned how to manage it.

There was nothing else to do. Alice soon began talking again. "Dinah'l miss me very much to-night, I should think! (Dinah was the cat.) "I hope they'll remember her saucer of milk at tea-time. Dinah, my dear! I wish you down here with me! There are no mice in the air, I'm afraid, but you might catch a bat, and that's very like a mouse, you know. But do cat eat bats, I wonder?" (Carrol:10)

The evidence shows Alice as loyal to her lovely cat named Dinah. The author shows Alice's habit with Dinah so that when Alice was not with Dinah, she missed and worried about Dinah. Alice also hoped that Dinah could be with her. Therefore, the remembrance of Dinah by Alice can be used as evidence that Alice's character is a loyal person.

The fourth value that reveals integrity in Alice's characterization is responsible. It shows in the sequence that tells about Alice protect the Duchess's baby. It is show responsible because Duchess is giving Alice a baby and offering Alice as a nurse of the baby. Alice was responsible for nursing, even though she has difficulties in holding the baby.

"Here! You may nurse it a bit, if you like!" the Duchess said to Alice, flinging the baby at her as she spoke. "I must go and get ready to play croquet with the Queen," and she hurried out of the room. The cook threw a frying-pan after her as she went out, but it just missed her. Alice caught the baby with some difficulty, as it was a queer-shaped little creature, held out its arms and legs in all directions. "Just like a starfish," thought Alice. (Carroll, 1865:57)

From the quotation above, the Duchess gives Alice the baby and leaving them. The character of Alice as responsible shows when Alice tries to nursing the baby, even though Alice feels weird to the baby. Therefore, it reveals Alice as responsible by Indirect her action in protecting the baby.

Alice being Cooperative

Human in socialize needs to work together. Moreover, human needs the other help to face the problem that they can't do. There are 11 sequences that show Alice has a cooperative value. The character of Alice as tolerant and social care is being supported values of cooperative. Those characters reveal as character education of cooperative because it shows socialize. The character of tolerance in Alice's characterization is presented in a sequence. The sequence is about Alice's caution against Dormouse because she thinks that Dormouse will be angry if she offended it feeling again. Moreover, the character of social care on Alice's characterization appears ten times in the sequences. Alice describes her feeling of willingness to the other.

As they walked off together, Alice heard the King say in a low voice, to the company generally, "You are all pardoned." "Come, that's a good thing!" she said to herself, for she had felt quite unhappy at the number of executions the Queen had ordered. (Carroll, 1865: 86)

From the quote above it mentions that Alice in an unhappy feeling. It occurs when she through the execution place. As far as Alice knows why they were in execution, Alice feels that it does not fear to punish people arbitrarily. For this reason, the evidence above is implicitly revealed as social care by Alice. Alice also shows Alice tolerant to Dormouse, when she tries to make equal as other creatures by not offend the Dormouse again and more cautious in her speech.

Discussion

Character education is an effort to maintain good behavior both in individual and social life. According to Lickona in (Ariesinta, 2016), character education is the way to develop good character of the student through their psychological, social learning, and cognitive development frameworks. Besides, (Kamaruddin, 2012) states that character education is not only to teach students about right or wrong, but it also involves the student in understanding how to live with humility. Hence, character education has been implemented in 2013 curriculum in Indonesia. It supported by the policy from the Ministry of Education and Cultures of Indonesia that is about declaration of Gerakan Nasional Pendidikan Karakter (the national movement of character education). Then, it optimized by Gerakan Penguatan Pendidikan Karakter (the movement for strengthening of character education) or PKK. This movement has emphasized on five core values of character education; they are religious, nationalist, independent, cooperative, and integrity (Kemendikbud, 2017).

Considering the implementation of character education values in the 2013 curriculum, there are some subjects in the school that contain of character education. One of subject is about learning language. According to (Albantani & Madkur, 2016) integrating character education in language teaching is effective and highly necessary to involve culture in the instructional activity. The teacher may use some media as instructional activity that consist of character education values. Literature is one of the media that is suitable both in teaching language and character education. According to (Edgington, 2002) literature can be considered as a vehicle for transferring values from the story. It means that literature is a work of art to study language that delivered character education from the story. Literature that is appropriate for children and easy to read at all levels is called children's literature.

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Victorian child (Romera, 2017). From those studies, the story of *Alice's Adventures in Wonderland* may have other implicit values, such as the character education.

4. CONCLUSION

From the explanation above, it can be concluded that the story of Alice's characterization has some character education values. Alice has 20 characterization that presented in the story, they are Alice has strongest character as curiosity, peace-loving, brave, care, hardworking, imaginative, wise, creative, loyal, optimist, discipline, desperate, stubborn, appreciative, social aware, tolerance, reckless, sincere, honest and responsible. Some characterization on Alice is concluded into character education values. There are five core values in Alice's characterization as character education.

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