

**ANALYZING CHARACTERIZATION OF EUSTACE SCRUBB IN THE CHRONICLES OF NARNIA**Kadek Dwi Trisna Ananda Putri<sup>1</sup>, I Gusti Ayu Lokita Purnamika Utami<sup>2</sup>, Gede Mahendrayana<sup>3</sup><sup>123</sup>Universitas Pendidikan Ganeshae-mail: trisnaananda096@gmail.com, lokitapurnamika@undiksha.ac.id,  
mahendrayana@undiksha.ac.id**Abstract**

The decline in character that occurred in Indonesia made the Government emphasized character education in every school. This study was aimed at identifying the five core values proposed by the Ministry of Education and Culture (2017) contained in the characterization of Eustace Scrubb in the novel entitled *The Chronicles of Narnia: The Voyage of The Dawn Treader*. This research was qualitative research using Miles and Huberman to analyze the data. The results of this study found 15 characterizations of Eustace Scrubb, namely naughty, impolite, selfish, arrogant, greedy, deceitful, fearful, bad-tempered, cooperative, honest, courageous, willing to sacrifice, helpful, curious, and friendly. There were also changes in several characterizations from bad characters to good characters. From 15 characterizations, there were 7 characterizations which were included in the five core values, namely friendly which was included in the value of religious character, willing to sacrifice was included in the values of nationalist character, courage and curiosity which were included in the value of the character of independent, helpful and cooperative including in the value of mutual cooperation, and honest was included in the value of integrity character. The results showed that children's novels could be used as a medium to teach character education to children. Children's novels contained character values that could be used as examples for children in learning good characters. Thus, an implication could be drawn from the study in relation to raising teachers' awareness in using stories to teach character values.

**Key words:** *Character education, five core values, children's novel*

**INTRODUCTION**

Character is everything related to personalities, attitudes, behaviors, mindsets, dispositions, temperaments, and social and emotional skills on each individual (Bialik, Bogan, Fadel, & Horvathova, 2015). According to Gunawan (2017), a person's character can be known through the person's behavior and attitude in daily life. Someone who has good character will be preferred in society rather than someone with bad character (Pradhan, 2009). However, many phenomena and problems that occur at this time show character degradation, especially among teenagers. According to Saidek, Islami, and Abdoludin (2016), In Indonesia the problems that arise are due to a decrease in character such as corruption, a fight between students, bullying, free sex, drugs, and abortion. To overcome these problems, the government began implementing character education in every school in Indonesia.

According to Sutarman, Hermawan, and Ahmad (2017), character education is one of the government's efforts to create children who have good personalities. Similarly, according to Demirel, Ozmat, and Elgun (2016) stated that the purpose of character education is to shape the good character of each individual, school, and society. In Indonesia, character education has begun to be implemented since 2010. The government has developed a Strengthening Character Education Movement (*Penguatan Pendidikan Karakter*) which is implemented in several schools in Indonesia. According to Kemendikbud (2017, pp. 8 - 9), five core values are developed as a priority of Strengthening Character Education Movement (*Penguatan Pendidikan Karakter*) namely: religious, nationalist, independent, mutual cooperation, and integrity.

Kemendikbud (2017) states that the problems that occur in Indonesia make the

government increasingly pressing character education in schools. Students spend more time in school to learn so that the school and teachers play an important role in teaching character education. Schools must be able to incorporate character education into students' lives by creating an environment that has positive values, high ethical standards, and respect for each other (Demirel, Özmat, & Elgün, 2016). The role of a teacher in teaching character education is to create a learning process that provides activities to build character values in students. The implementation of character education in schools is expected to be able to create students who have good character. The importance of good character for students will help them face this millennial era and overcome problems that occur in their social life (Zurqoni, Retnawati, Arlinwibowo, & Apino, 2018).

Besides at school, students also need to learn about character education at home. According to Berkowitz and Bier (2005, p. 64), students' character development such as behavior, attitudes, social, and students' academic is influenced by their families, especially parents. Home is the first school for every child and parents will act as their first teacher. The development of children's character depends on how parents educate their children. Parents must set a good example of attitude and behavior because children tend to imitate the thing that they hear and see directly. Parents also have to explain which are good or bad things so that the children will know what they need to imitate or not. In addition, parents must be able to devise strategies and provide effective media to teach character education to their children in a fun way.

One of the media that can be used to teach character education is children's literature. Novel is one part of children's

literature that is commonly read by children, adolescents, and adults. The Chronicles of Narnia is one of the popular children's novels. This novel can give a positive impact on children because it contains the values of character education. This novel tells the continuation of the adventures of the Pevensie in Narnia. In the third novel, there is a new character named Eustace Scrubb who is the cousins of Edmund and Lucy. Eustace disliked his two cousins and he also hated being involved in the adventures.

Based on background explained above, there are two specific problems of this study. They are: 1) How is the characterization of Eustace Scrubb described in the novel *The Chronicles of Narnia: The Voyage of The Dawn Treader*? And; 2) What are the five core values of character education reflected in the characterization of Eustace Scrubb?

#### **METHOD**

This study uses a descriptive qualitative method in identifying character education values in characterization of Eustace Scrubb in *The Chronicles of Narnia: The Voyage of The Dawn Treader*. Descriptive research aims to describe the characteristics and phenomena of the research (Nassaji, 2015). In this study, the researcher described the characterization and character education proposed by The Ministry of Education and Culture 2017 that reflected in characterization of Eustace Scrubb. Textual analysis by McKee (2001) was also used to analyze the data of character education values in Eustace Scrubb's Characterization that existed in the novel.

The instruments used in collecting the data were sheets in form of tables. Sheets in form of tables were used to explain the sequence segmentation of the novel and to identify the values of character education that exist in the characterization of Eustace Scrubb.

Two techniques were used by the researcher in collecting data. The steps were

close reading and note-taking. Reading a novel was the first step in collecting data in this study. Close reading is a reading strategy that focuses on the text and the type of text itself (Smith H. B., 2016). Close reading was used to identify the structure of the contents of the text. Close reading was also used to find detailed information in collecting data. The researcher read the novel several times to get detailed information in the novel. And after reading the novel, the researcher made table sequence of segmentation. Note-taking was the second step in collecting data in this study. Note-taking strategy was used to note short information about the contents of the text (Bahrami & Nosratzadeh, 2017). In addition to collecting the data by reading, researchers also noted important information in the novel. In this step, the researcher took notes dealing with the characterization of Eustace Scrubb and transferred them to the table sequence of segmentation. This step could make it easier for researchers to collect data in the novel.

There were three procedures in collecting data. The first, researcher read novel, entitled, *The Chronicles of Narnia: The Voyage of The Dawn Treader* repeatedly. The novel was read repeatedly in order to help the researcher understand the stories in the novel. In addition, the researcher also got information about plot, setting, and characters used as support to determine character education in Eustace's Characterization. The second, notes the researcher made were input into a table of sequences of segmentation and a table of characterization of Eustace Scrubb. Finally, the researcher classified the characterization of Eustace Scrubb on the basis of character education issued by The Ministry of Education and Culture in 2017. The researcher made a table of identification for the purpose of classifying character education in Eustace's Characterization.

The researcher used qualitative

research to analyze the data namely data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). Data reduction refers to the process of collecting data contained in the text by selecting or simplifying data that is relevant to the topic of research (Miles & Huberman, 1994, p. 10). In the first step of data analysis, the collected data was analysed to identify one characterization of Eustace Scrubb reflecting the five core values of character education developed by the Ministry of Education and Culture. The second step of data analysis was the researcher described in detail one characterization of Eustace Scrubb that reflected the five core values of character education. In the last step of data analysis, the researcher made a conclusion about the characterization of Eustace Scrubb and the character education values reflected in Eustace Scrubb's characterization.

## **FINDINGS AND DISCUSSION**

Based on the result of data collection, fifteen characterizations of Eustace Scrubb emerge as major characters, namely: naughty, impolite, changes from selfish to cooperative, arrogant, greedy, changes from deceitful to honest, changes from fearful to courageous, bad-tempered, willing to sacrifice, helpful, curious, and friendly.

### **a. Eustace Scrubb as Naughty Person**

The naughty character of Eustace was shown through his actions and words. Bullying and bossy were among other characters included in the naughty character because these actions only benefit the perpetrator. At the beginning of the novel, it was told that Eustace Scrubb did not like his four cousins, The Pevensies. He really did not feel comfortable when his two cousins named Edmund and Lucy had to stay temporarily at his house during the summer. He deliberately bullied them by mocking their stories about Narnia. Eustace did this in order to make his two

cousins would not feel comfortable living in his house, either. They also often got into arguments because Eustace really liked it when Lucy responds to his bullying.

**b. Eustace Scrubb as Impolite Person**

Eustace showed impolite attitudes through his words and actions. Eustace Scrubb's words addressed to Reepicheep that the mouse was "silly, vulgar, and sentimental" were considered impolite because the words could offend the other person. Even though Reepicheep was a mouse, he was a mouse who could talk and had feelings. In Narnia, Reepicheep was also a knight who was respected by the people of Narnia. Eustace's words had made the relationship between Eustace and Reepicheep disharmonious.

**c. Eustace Scrubb as change from Selfish to Cooperative**

Eustace showed his selfish nature when all the crew work hard to collect food supplies and repair the damaged ship, Eustace chose to leave his resting place so that he didn't have to help the others. When he became a dragon, Eustace began to realize his bad attitude to other people. It began to turn Eustace into a good individual. He changed from a selfish boy to a cooperative person. Eustace showed the nature of a cooperative person when he volunteered to work together to help the crews while they were on Dark Island.

**d. Eustace Scrubb as Arrogant Person**

He showed his arrogant nature by boasting the grades he got in school with other people. In addition, he also showed his arrogant nature when Caspian explained the details of the ship The Dawn Treader, Eustace continued to boast about the ships he knew in his country. Eustace showed his arrogance through his words that deliberately humiliated others for his own satisfaction. People who are arrogant always want to be superior to others (Tanesini, 2018). From the words of Eustace Scrubb, he wanted to show everyone that he

was superior to the people on The Dawn Treader Ship.

**e. Eustace Scrubb as Greedy Person**

Eustace's greed began when he found a cave filled with treasure. He also wanted all the treasures and tried to take the treasure as much as possible. His greedy thoughts made Eustace Scrubb turn into a dragon. When he turned into a dragon, he realized that it was terrible and made him into a good person.

**f. Eustace Scrubb changes from Deceitful to Honest Person**

Eustace Scrubb showed a deceitful nature when he and Reepicheep got into an argument. Eustace made a dishonest statement. Eustace Scrubb intended to steal the water on the ship because he was so thirsty. However, the action was caught by Reepicheep. When Eustace Scrubb was asked to explain what had happened between him and Reepicheep, he instead lied by saying that he had no intention of fetching water but only wanted to find air above the deck. From Eustace's words, he was categorized as having a Deceitful nature because he spoke dishonestly and wanted to deceive others. Eustace's characterization changes from deceitful to honest when he told the truth about his experience meeting Aslan and it was Aslan who helped him return to being a human.

**g. Eustace Scrubb changes from fearful to Courageous**

Eustace Scrubb showed a fearful attitude because he found a dragon near the cave. Eustace Scrubb never met a dragon until he went on an adventure in Narnia. Eustace Scrubb changed characterization from fearful to courageous person when he bravely attacked the giant sea snake with Prince Caspian's sword. The sea snake had a body bigger than Eustace, but that didn't make him afraid to attack the snake. Even though his efforts were unsuccessful, he was starting to be able to fight his fears and show courage in facing problems.

#### **h. Eustace Scrubb as Bad-tempered Person**

Eustace Scrubb was classified as a child who had a bad temper. This was shown by the attitude and words that were often angry with others. One example of Eustace Scrubb's temperament when he and his two cousins were surprised to see the painting started moving and spouting water from the painting. This made Eustace Scrubb angry with the two cousins and asked them to stop the painting. The author explained that the words of Eustace Scrubb showed its bad temper.

#### **i. Eustace Scrubb Willing to Sacrifice Characterization**

Eustace Scrubb had the character of willing to sacrifice. Eustace Scrubb's actions showed such a character when he bravely fought the giant sea snake that attacks The Dawn Treader's ship. The sea snake had a size larger than the body of the Eustace Scrubb. But this did not scare Eustace and he was willing to risk his life to save the people on board The Dawn Treader. Even though his efforts failed, he had shown a change in attitude by being willing to sacrifice for the safety of others.

#### **j. Eustace Scrubb as a Helpful Person**

Eustace Scrubb had a helpful character after he experienced the adventure of turning into a dragon. It made him realize that he rarely helped others. Eustace Scrubb showed a helpful attitude when he was still a dragon, Eustace Scrubb started helping other people such as helping find food supplies, finding cut stems for the mast of the ship, lighting a fire to warm the body, and others. Eustace Scrubb was happy to help all crew members who needed assistance without expecting anything in return. All crew members also really liked Eustace's helpful nature.

#### **k. Eustace Scrubb as Curious Person**

Eustace's curious character appeared when they went on an adventure on The Island of Voice. Eustace Scrubb showed his curiosity

about the creatures on the island. Not only when adventuring on The Island of Voices, he also showed curiosity when they met Ramandu and his daughter.

#### **l. Eustace Scrubb as Friendly Person**

Eustace Scrubb had a friendly character. At the beginning of the novel it was told that Eustace Scrubb had no friends. That's what made Eustace Scrubb difficult when socialized with other people. But when he turned into a dragon, he began to understand that he did not like being alone without friends. One of the characters who helped Eustace Scrubb become a friendlier person was Reepicheep.

From 15 characterization that were identified, there were 7 values of character education that could be found in the characterizations of Eustace Scrubb in The Chronicles of Narnia: The Voyage of The Dawn Treader. Those values were friendly, willing to sacrifice, courageous, curious, helpful, cooperative, and honest. These values were derived from five core values of character education proposed by Kemendikbud (2017). Table of character education values in Eustace Scrubb's characterization could be seen as follows.

In the table bellows shows that there are 7 values of character education in the characterization of Eustace Scrubb that can be identified. Those seven values have been classified based on five core values of character education proposed by Kemendikbud (2017). In value of religiosity, there is one sub-value that can be found, namely friendly. In values of nasionalism there is also one sub-value, namely willing to sacrifice. In value of independence, there are two sub-values that can be identified, namely courageous and curious. In value of mutual cooperation, there are two sub-values that can be found, namely helpful and cooperative. In value of integrity, there is one sub-value that can be identified, namely honest.

Table1. Character Education Values in Eustace Scrubb's Characterizations

---

<b>Character Education Values</b>	<b>Sub Characteristics</b>	<b>Sequences</b>
Religious	Friendly	13g
Nasionalist	Willing to Sacrifice	15d
Independent	Courageous	16a, 15d, 21d
	Curious	17h, 21e, 22b, 24e
Mutual Cooperation	Helpful	13e, 13f, 13g, 15d
	Cooperative	20b, 15e
Integrity	Honest	14b, 16c

---

### **A. The Representation of Religiosity Value in the Characterization of Eustace Scrubb**

In the novel it was not told that Eustace was someone who adhered to a certain religion. In this case, the religious meaning in Eustace's character is friendly. In the value of religious character, the relationship between humans is not only with God but there is a relationship between individuals and individuals and human relations with the environment. As already stated that in the Eustace characterizations, he had one characterization that was included in the value of the religious character, namely friendly characterization. There were two sequences that showed the friendly characterization of Eustace, namely the 13g and 14f sequences. In sequence 13g showed Eustace Scrubb's action that he was a friendly person. This sequence was identified through indirect revelation especially the action of Eustace Scrubb. From the bold sentence, Eustace showed actions that began to make friends with other people. At the beginning of the story, Eustace was told that he did not have many friends, therefore he could not get along with other people. But after he experienced an adventure when he became a dragon he began to be friendly and want to make friends with strangers. He also showed a friendly attitude by bringing the crew to fly when he was still a dragon. It was also what made Eustace happy to make new friends.

### **B. The Representation of Nasionalist Value in the Characterization of Eustace Scrubb**

In the novel *The Chronicles of Narnia: The Voyage of The Dawn Treader*, Eustace Scrubb was explained as having nasionalist value through his action. Eustace's characterization which described the nasionalist value was willing to sacrifice. In sequence 15d showed how Eustace was willing to sacrifice for others. It was explained that when they were sailing to the next island, their ship was attacked by a

giant sea snake. Eustace's self-sacrificing attitude to attacked the giant sea snake with the Caspian sword. Although it could not defeat the Sea Snake, he was struggled to fight danger and protect others. Eustace's actions could reflect the nasionalist value because he did not only sacrifice for others but he also protected the people of Narnia.

### **C. The Representation of Independent Values in the Characterizations of Eustace Scrubb**

In the novel *The Chronicles of Narnia: The Voyage of The Dawn Treader*, the character of Eustace Scrubb was described as having an independent value through his actions and words. In the Eustace character there were two characterizations that showed the values of the independent character. The two characters were courageous and curious. In sequence 15d described Eustace's brave attitude in facing obstacles. This sequence was identified through indirect revelation especially the action of the character. Eustace's courageous actions were shown when they were attacked by a Giant Sea Snake. Eustace attacking the Sea Snake using the sword borrowed by Caspian. Even though his efforts failed but he had tried to show his courage against the Sea Snake which was bigger than him. In sequence 21d also showed Eustace's character which shows his courage. In sequence 21 was identified through indirect revelation especially the action of Eustace Scrubb. Eustace's attitude which showed his courage by being a volunteer who will stay on the island until the next day. Eustace, who at the beginning of the story was told to be a cowardly child in this sequence, showed his courageous attitude. In sequence 17h there was a dialog between Eustace and Edmund that showed curious characterization in Eustace Scrubb's Characterization. This sequence was identified through indirect revelation especially the speech of Eustace Scrubb. Eustace began to feel curious about the creature they found on the

island of Voice. The curious Eustace began to ask Edmund. Eustace's question showed his curiosity for new information.

#### **D. The Representation of Mutual Cooperation in the Characterizations of Eustace Scrubb**

In the novel *The Chronicles of Narnia: The Voyage of The Dawn Treader*, Eustace showed the value of mutual cooperation. There were two Eustace characterizations that led to the value of mutual cooperation character. The characterizations were helpful and cooperative. Helpful characterization in Eustace Scrubb's characterization was showed in sequence 13e. This sequence was identified through indirect revelation especially the action of the character itself. When Eustace was turned into a dragon and he was very sorry for his actions, he helped all the crew. Starting from helping to find food supplies, repairing damaged ships, warming up cold night crew members and etc. All of the crew felt greatly helped by Eustace's actions. In sequence 13f also explained Eustace's actions who helped all the crew. The sequence was identified through indirect revelation especially the action of the character. Eustace not only helped find food supplies but he also helped find pine trees to make masts for ships that were damaged in the storm. Eustace's attitude showed that he really started to enjoying helping others. In sequence 20b explained Eustace Scrubb's actions were willing to cooperate with all other members. This sequence was identified indirect revelation especially the action of Eustace Scrubb. This sequence described the adventures of the Dawn Treader on the Dark Island. They were trying to destroy The Dark Island. Eustace began to show a cooperative attitude with all crew members.

#### **E. The Representation of Integrity in the Characterization of Eustace Scrubb**

In the novel *The Chronicles of Narnia: The Voyage of The Dawn Treader*, Eustace had a character that showed the value of

integrity characters. The characterization was honest. In sequence 14b showed the honesty of Eustace's words. Eustace's characterization of honesty was explained when Eustace tells Edmund about the process he changed from dragon to human. Eustace described the process in detail and honestly. Edmund also believed that Eustace was telling the truth because Eustace said that it was Aslan who helped him turn back into a human. In Narnia all the people believed in Aslan's existence.

So out of those seven characterizations, there were three most prominent characterizations; the other three were quite developed, and; the rest was less developed. The most prominent characterizations were curious, helpful, and courageous. Eustace's curiosity appears in the middle of the story and it was developed. Eustace's courage only appears in the middle of the plot but it has a high frequency of occurrence. Then, Eustace's helpful characterization also only appears in the middle of the story with a high frequency of occurrence. Three characterizations that are quite developed were friendly, cooperative, and honest. Friendly and honest characterizations appeared in the middle of the story and cooperative characterizations appear in the middle to the end of the story. One less developed characterization was willing to sacrifice. This character only appeared in the middle of the story. Thus, related to the five core values by The Ministry of Education and Culture 2017, Eustace Scrubb was a person who had a high sense of curiosity, helpfulness, and courageous that came after he realized his previous vices.

#### **CONCLUSION**

From the findings, it can be concluded that Eustace Scrubb is identified as having 15 characterizations. He has 8 bad characters that appear at the beginning to the middle of the



plot. These characters are naughty, impolite, selfish, arrogant, greedy, deceitful, fearful, and bad-tempered. After his adventure to become a dragon, he begins to show a change in character from a bad character to a good character. There are 7 good characters found in this study. These characters are cooperative, honest, courageous, willing to sacrifice, helpful, curious, and friendly.

The second conclusion of the research is the value of educational character found in the characterization of Eustace Scrubb in *The Chronicles of Narnia: The Voyage of The Dawn Treader*. This research used five core values were proposed by The Ministry of Education and Culture in 2017 as a guideline in analyzing character education values in Eustace Scrubb's characterizations. Eustace Scrubb has religiosity namely friendly. He also has nationalism values who is willing to sacrifice a person. In independent values, Eustace scrubb shows courage and curiosity. He has mutual cooperation values which are helpful and cooperative. And integrity values also identified in Eustace Scrubb's characterizations namely honest.

The character development in the novel seems to be increasing and consistent. There are several characters who do not appear at the beginning of the plot but appear in the middle of the plot until the end of the plot. The change in character is caused by interactions with other characters, especially how other characters treat the major character and the experience of the major character. This can be seen when Eustace Scrubb is at his house and when he was in Narnia. It can be said that the role of family and the environment is very influential in shaping the character of children. From the experience and knowledge that children get will affect the behavior and intelligence of children in dealing with various problems or situations.

## REFERENCES

- Bahrami, F., & Nosratzadeh, H. (2017). The Effectiveness of Note-Taking on Reading Comprehension of Iranian EFL Learners. *International Journal of Applied Linguistics & English Literature*, 308.
- Berkowitz, M. W., & Bier, M. C. (2005). Character Education: Parents as Partners. *Educational leadership: journal of the Department of Supervision and Curriculum Development*, 64.
- Bialik, M., Bogan, M., Fadel, C., & Horvathova, M. (2015). *Character Education For The 21st Century: What Should Students Learn?* Boston, Massachusetts: Center for Curriculum Redesign.
- Demirel, M., Özmat, D., & Elgün, I. Ö. (2016). Primary school teachers' perceptions about character education. *Academic Journals*, 1623.
- Dimakos, C. M. (2006). *The effects of using children's literature to teach positive character traits to elementary students*. Rowan DigitalWorks.
- Gravita, A. R. (2016). *Personality Development of Edmund Pevensie As Seen in C.S Lewis's The Chronicles of Narnia : The Lion, The Witch, and The Wardrobe*. Yogyakarta.
- Gunawan, R. (2017). The Role of Character Education for Early Children in Early Childhood Education Programs in Happy Kids Bogor Indonesia. *1st Yogyakarta International Conference on Educational*

- Management/Administration and Pedagogy* (pp. 23 - 26). Jakarta: Atlantis Press.
- Ikawati, D. A. (2016). ANALYSIS OF THE CHARACTERS OF INTERVIEW WITH THE VAMPIRE, A NOVEL BY ANNE. *LINGUA*, VOL.13 NO.1.
- Kemendikbud. (2017). *Konsep dan Pedoman Penguatan Pendidikan Karakter*.
- McKee, A. (2001). *A Beginner's Guide to Textual Analysis*. Sydney.
- Miles, B. M., & Huberman, M. A. (1994). *Qualitative Data Analysis*. United States of America: International Educational and Professional Publisher.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 129–132.
- Pradhan, R. K. (2009). Character, Personality and Professionalism. *Social science international*, 3.
- Prayitno, U. (2010). *An Analysis of Edmund Spenser's Characteristics in The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. Jakarta.
- Saidek, A. R., Islami, R., & Abdoludin. (2016). Character Issues: Reality Character Problems and Solutions through Education in Indonesia . *Journal of Education and Practice*, 158.
- Sari, E. W. (2016). *Lewis's The Chronicles of Narnia: The Voyage of The Dawn Treader*. Surabaya: digilib.uinsby.
- Schneider, J. J. (2016). *What is Children's Literature?* The University of South Florida Library.
- Smith, H. B. (2016). *What was "Close Reading"? A Century of Method in Literary Studies*. Duke University Press.
- Sutarman, Hermawan, H. E., & Ahmad. (2017). Character Education to Build Personal Learners Tough. *IOSR Journal of Research & Method in Education* , 59 - 63.
- Zurqoni, Retnawati, H., Arlinwibowo, J., & Apino, E.(2018). Strategy and Implementation of Character Education in Senior High Schools and Vocational High Schools. *Journal of Social Studies Education Research*, 371.