Pedagogi
Jurnal Ilmu Pendidikan

http://pedagogi.ppj.unp.ac.id/

Identifying Character Education and Types of Meaning of Wise Words in the School Environment

M. Gita Primaniarta[1], Wahyu Sukartiningsih[2]

[1,2]Primary Education, Postgraduate School, Universitas Negeri Surabaya
* e-mail: gitaprima98@gmail.com

Abstract

Character education can be done by giving a wise words that is displayed on the school wall. The existing character education consists of 5 aspects which contain 15 values of character education. This research was conducted using a qualitative descriptive research method that examines the content of character education values in wise words which are analyzed in the study of meaning. The wise words contains 6 values of character education consisting of tolerance values, religious values, discipline values, values for appreciating achievements, values for hard work, and values for responsibility. Found in the semantic meaning, namely narrow meaning. Broad meaning, connotative meaning, emotive meaning, referential meaning, construction meaning, lexical meaning, grammatical meaning, ideational meaning, propositional meaning, central meaning, pictorial meaning, idiomatic meaning. In the wise words, it is found that there is a study of the semantic meaning and the value of character education that is fulfilled according to the identification.

INTRODUCTION

The development of technology and information is now easier to find in obtaining information conveyed through language that develops along with its meaning (Inanna, 2018). The element of language becomes an essential form of human life as a tool that is by the concept of expressing ways of thinking and the results of philosophical thinking (Darma, 2014). The openness of information makes the role of language as a communication tool increasingly used as a messenger through education to provide a good understanding for students as readers (Farhrohman, 2017).

Character education efforts for the process of child growth and development, improving character, thinking, and child development, being a role model, growing student awareness (T. Ningsih, 2011; Rusmana, 2019). Strengthening themselves from an early age in the informal, formal and non-formal education spaces in their lives will make a positive contribution to their environment. (Abdullah & Wicaksono, 2018; Elfrida et al., 2018; Mukti, Andayani, Nugraheni, 2018)

The value of character education in learning according to the Ministry of Education and Culture (Sahlan & Prastyo, 2012) describes 18 special characters as: 1) religious values; 2) honest values; 3) tolerance values; 4) discipline values; 5) hard work values; 6) creativity values; 7) the

value of independence; 8) the value of democracy; 9) the value of curiosity; 10) the value of nationality; 11) the value of love for the homeland; 12) the value of appreciating achievement; 13) the value of friendship/communication; 14) the value of love of peace; 15) the value of love of reading; 16) the value of protecting the environment; 17) the value of protecting the environment; 18) the value of responsibility. (Sahlan & Prastyo, 2012)

Improvement of character education includes 5 aspects, namely: 1) knowing god almighty; 2) fostering the spirit of nationalism; 3) independence; 4) cooperation; 5) integrity (purwandari et al., 2019). Furthermore, character education discusses Love for the homeland as a way of thinking, acting that shows loyalty, care, and high appreciation for social, cultural, linguistic, and cultural values. Physical environment (Samani & Hariyanto, 2012).

The formal education environment in schools plays a major role in the aspect of forming and strengthening the character of students so that the involvement of all school components in its implementation is important to support the achievement of national education goals. (Nada & Yasmin, 2021) Teachers can convey messages of character strengthening to students through a message with advice, speech, invitation, hope with language that has a wise impression.

The media is one of the building blocks of a positive image for the public's attention, especially with kind, polite, wise words that contain positive values. (Sari & Ajeng, 2017) The formal education environment in schools plays a major role in the aspect of forming and strengthening the character of students so that the involvement of all school components in its implementation is important to support the achievement of national education goals (Hidayah, 2015). Likewise, teachers introduce reading texts that have positive values to students not only through news but can be through various sources (Widayati, 2019). It is very important to say positive sentences so that every human being has a strong motivation in life, especially the motivation to learn for students (Vitasari, 2021). A school is a place for students to understand information that becomes positive information to be interpreted together. Positive messages arranged with good language into beautiful literature are implemented through a wise words often posted on school walls.

Giving wise words at school aims to teach character content to students. The style of affirmation in a sentence is an affirmation of something that is being explained and the style of satire is intended to open the eyes of listeners and readers to what is happening right now but with sweet and interesting language (Khairi et al., 2020). The text in the form of wise words displayed on the walls of schools, classrooms, classroom corners, or Islamic boarding schools is understood as part of the efforts of the education unit to develop superior and global-minded students (Fahhan, 2013). The elementary school or education environment as a level of character foundation practice is very important to be given information from the media containing the text of wise words.

The statement of the composition of meaning or semantics teaches that each word or lexical element consists of one or more elements that together form the meaning of the word or the meaning of the lexical element (Chaer, 2013). Semantics is the study of the meaning of words and the meaning of sentences whose meaning can be seen from the context of their use. It can be understood that lexical meaning is the study of the meanings related to words and elements in the use of language (Rochani, 2016). lexical can be understood in terms of vocabulary, lexemes, or words. The study of language based on its meaning with the term semantic science emphasizes its analysis in terms of the meaning contained in language. The following will also describe the facial activity, lexeme theory, meaning field theory, and component theory (Widiastuti, 2016). Semantics discusses rich meanings related to the reader's comprehension. Meaning is a language problem that has a very complex and broad relationship with all aspects of human life (Sarifuddin, 2021).

This study aims to determine the content of the value of character education contained in the Wise words that is posted on the school wall by examining the linguistic aspects of semantic meaning to answer the problem of delivering messages from meaningful language to students.

more about what are the values of character education contained in the Wise words at SDN Gading III Surabaya, SDN Putat Jaya IV Surabaya.

METHODS

The method used in this study is a qualitative descriptive method. Qualitative research methods reveal a situation because based on extensive and meaningful observations using data collection techniques with observations it is necessary to state what is observed. Data analysis technique with triangulation of data collection. is triangulation (merging) with stages through the process of data reduction, data display, and verification. The data in this study are all the meanings contained in wise words in Surabaya schools. Wise words will be identified related to their content in character values and analyze the types of meaning in sentences (Hardani & Ustiawaty, 2017).

Data collection in this study was done through observation, interviews, and documentation. Observations were obtained from researchers taking pictures of the text of the Wise words at school, interviews were obtained from researchers interviewing teachers, and documentation was obtained from the object under study. The research uses component analysis to understand a particular domain in the research problem that is the focus of the research target.

Classification of Character Education Values

The values of character education obtained are then classified according to the characteristics of students that describe the desire to achieve educational goals, especially in elementary schools.

Table 1. Classification of aspects character

No.	Character	Type of Character Supervisor Teacher	Average
1	Get to know the creator god	Tolerance	NTO
		Self- confident	NPD
		Religious	NRE
		Friendship	NPE
		Environmental care	NPL
		Peace love	NCD
2	Nationalism	Discipline	NDI
		Appreciate achievement	NMP
		Love country	NCT
3	Independent	Hard work	NKK
		Creative	NKR
4	Mutual Cooperation	Democracy	NDE
		Social care	NPS
5	Integrity	Honest	NJU
		Responsibility	NTA

Tolerance is the act of taking steps to respect differences in religion, ethnicity, opinions, attitudes, and actions of others. Applying the character of tolerance by carrying out routine activities, exemplary to students, spontaneous activities and conditioning the value of tolerance (Soryani, 2015). Religious values are behaviors that follow religious teachings that need to be obeyed too. have an attitude of respecting other religions and living in harmony with one another (Wati & Arif, 2017). Furthermore, religious attitude is behavior that obeys religious teachings, is tolerant of other religions by implementing it with an attitude of prayer (Sahlan & Prastyo, 2012). The value of self-confidence is a positive attitude obtained by individuals by knowing and trying to develop positive assessments of themselves and others (Irmawati, 2016). Confidence can be instilled with the courage to act, believe in yourself, do not hesitate in the problems at hand (Fauziah, 2018). Occurs in humans which is manifested in the fabric of friendly relations between fellow humans, there is good communication, the realization of fluency in learning (Erviana, 2018). Furthermore, the value of friendship is a joy in talking, socializing, and cooperating others (Sahlan & Prastyo, 2012).The value of caring for the environment is an attitude and action that

always strives to prevent damage to the surrounding natural environment, and spread efforts to repair the natural damage that occurs. The application of environmental care can be done by not throwing garbage carelessly, and being sensitive to returning goods to their original place (Erviana, 2018; Hidayah, 2015).The value of peace-loving lies in actions, words, and deeds that make others feel happy and safe when it comes. With the values of peace, students have a way of mutual respect and appreciation between friends, teachers, parents, and the surrounding community. Actions represent orderly behavior and follow different rules This discipline includes obedience to social norms that apply in an environment In a school environment, discipline is carried out with accuracy according to the applicable plan, ceremonial activities, and obeying the rules.

The value of appreciating achievement, namely attitudes and actions that encourage each other to produce something socially useful, recognizes and respects the success of others By appreciating the achievements of others, one can take acts of praise and encouragement so that these achievements can be maintained.A way of thinking, behaving and acting that shows loyalty, care, and respect for the language, environment, physical, social, cultural, economic, and political aspects of the nation. The value of character education is to love one's homeland and culture.The value of hard work is behavior that shows a real effort to overcome various obstacles in learning and assignments and to carry out tasks well. Hard work can be taught to students by always working to competition.Creative value in the form of activities that aim to create new ways or new results for something they have. Elementary school students can go through things that lead to renewal in learning materials.Democratic values, namely ways of thinking, acting, and acting that assess the rights and obligations of themselves and others. Democratic attitudes can be taught from elementary school to understand cooperation. The value of social protection is attitudes and actions that always want to help other people and communities in need. Students can understand between fellow friends and teachers. Behavior-based on efforts to make humans trustworthy in words, work, and deeds. Honesty is something that must be trained for students. A person's attitudes and actions to fulfill his duties and obligations, whatever he does, towards himself, society, environmental status (nature, society, and culture), and God Almighty. The value of responsibility is one of the criteria in the aspect of integrity (Arifin, 2016; Sahlan & Prastyo, 2012).

Analysis of The Type of Meaning

Table 2. Classification of aspects character

No.	Kind of Meaning	Text on Wise Start it all with prayer. (Awali semua dengan do'a)
1	Narrow meaning	Start it all with prayer. (Awali semua dengan do'a)
2	Broad meaning	Prayer (do'a)s
3	Connotative meaning	Start it all (awali semua)
4	Emotive meaning	-
5	Referential meaning	Prayer (do'a)
6	Meaning of construction	-
7	Lexical meaning	-
8	Grammatical meaning	Prayer (do'a)
9	Ideational meaning	-
10	Meaning of propositions	Prayer (do'a)
11	Central meaning	Start it all (awali semua)
12	Pictorial meaning	Start (awali)
13	Idiomatic meaning	Start with prayer (awali dengan doa)

Based on table 2 there are 13 types of semantic meaning that have been known, there are 8 identified meanings, namely narrow meaning, broad meaning, connotative meaning, emotive meaning, lexical meaning, ideational meaning, propositional meaning, central meaning, pictorial meaning. The narrow meaning in the data table in sentence 1 is prayer because its meaning is narrower than all existing sentences. The broad meaning shows the word all prefix because it has a

broad meaning to interpret. The emotive meaning shows the word prayer because it contains deep feelings. The lexical meaning is found in the word prayer because the word is by its function. The central meaning is in the prefix because the core of the sentence is the activity of initiating. The meaning of the pictorial is found in the text starting with prayer because it has an element of feeling for the listener and reader.

Table 3. Classification of aspects character

No.	Kind of Meaning	Text on Wise Diligent base clever (Rajin pangkal pandai)
1	Narrow meaning	Clever (rajin)
2	Broad meaning	Diligent (pandai)
3	Connotative meaning	-
4	Emotive meaning	Diligent (Rajin)
5	Referential meaning	-
6	Meaning of construction	-
7	Lexical meaning	Diligent (Rajin)
8	Grammatical meaning	Clever (pandai)
9	Ideational meaning	-
10	Meaning of propositions	Diligent (rajin)
11	Central meaning	Diligent base clever (rajin pangkal pandai)
12	Pictorial meaning	Diligent (pandai)
13	Idiomatic meaning	

Text in table 4 which reads "Diligent base clever". The narrow meaning is found in the word smart because it is narrowed from the word smart. The broad meaning is found in the word diligent which can explain the word cleverly. The emotive meaning is found in the word diligent which has a positive direction. The lexical meaning is found in the words diligent and clever because they have language elements regardless of the context used. The ideational meaning is diligent because it contains ideas in sentence units. The meaning of the proposition is found in the wise words diligent base smart because it contains suggestions. The central meaning is found in the word diligent, which has a diligent core. From the existing Wise words, it can be explained that in Wise words Clarification the meaning in Wise words "Be enthusiastic in learning something useful" is explained in the following table 4:

Table 4. Classification of aspects character

No.	Kind of Meaning	Text on Wise Be excited about learning Something useful (bersemangatlah dalam mempelajari sesuatu yang bermanfaat)
1	Narrow meaning	Learn (mempelajari)
2	Broad meaning	Useful (bermanfaat)
3	Connotative meaning	-
4	Emotive meaning	Excited (bersemangatlah)
5	Referential meaning	-
6	Meaning of construction	-
7	Lexical meaning	Be excited to learn something useful (bersemangatlah dalam mempelajari sesuatu yang bermanfaat)
8	Grammatical meaning	Be excited (bersemangatlah) to learn (mempelajari
9	Ideational meaning	
10	Meaning of propositions	-
11	Central meaning	Useful (bermanfaat)
12	Pictorial meaning	-
13	Idiomatic meaning	-

The wise words text which reads "Be enthusiastic in learning something useful" in table 5 gets a semantic analysis of 13 types of meaning that finds 6 meanings. the narrow meaning contained in the word learning which refers to motivation. Broad meaning lies in use which can be explained more broadly. The emotive meaning is found in the word excited which has the meaning of feeling happy to do something. The grammatical meaning is found in the word, be excited to learn something useful because there is a process of affixing affixes, prefixes, suffixes that give rise to grammatical meanings. The ideational meaning is found in the word excited because it contains a concept or idea. The central meaning is found in useful words which are the core of speech.

Content of Character Education Value in Wise words

Table 5. classification of aspects character

no	Kalimat Mutiara	Muatan karakter														
		NTO	NPD	NRE	NPT	NPJ	NCJ	NDI	NMP	NCT	NKK	NKR	NDE	NPS	NJU	NTA
1.	Start it all with prayer	exist	exist	exist	-	-	-	exist	-	-	-	-	-	-	-	-
2.	Diligent base clever	-	-	-	-	-	-	exist	exist		exist	exist	-	-	-	exist
3.	Be excited about learning Something useful	-	exist	-	-	-	-	-	exist	-	Exist	-		-	exist	exist

The results of the study revealed that Wise words in elementary schools in the Surabaya area contained the values of character education as the delivery of information. The character values found contained: 1) tolerance values; 2) religious values; 3) sincerity values; 4) discipline values; 5) values appreciating achievement; 6) hard work values; 7) creativity values; 8) responsibility values. Integrating character values in Indonesian language learning by conveying Wise words includes encouraging students to apply more deeply the noble values of the nation's culture (Hidayah, 2015).

The wise words "Start everything with a prayer" After the identification of the Wise words, the meaning contained in it will be known to students in the Elementary School environment. The Wise words identified in elementary schools reads "Start everything with a prayer" so the meaning can be described as follows: there are values of tolerance, religious values, and discipline values. Explanation of the existing character values: 1) the value of tolerance, prayer activities are things that are done together in starting and ending learning, students are aware of tolerance due to differences in the recommendations of each religion. Prayer leads students to appreciate their fellow students that there are differences in how to pray to God; 2) the religious value in the wise words that has religious meaning in the information received by students, the most visible sign is starting with a prayer which gives the meaning that students have obedient characters to the teachings of their religion. Invite students to ask God to easily gain knowledge from learning and get blessings from the knowledge gained; 3) the value of discipline in the wise words makes students aware that prayer is done every time, especially before and after learning, this will train discipline students that before the activity always begins with praying.

The wise words of wisdom "Diligent base smart" contains character values that contain the value of discipline, the value of appreciating achievement, the value of hard work, and the value of responsibility: 1) the value of discipline is understood by students always learning and never violating the existing rules and regulations so that they will become smart individuals; 2) the value of appreciating achievement is found in the soul of students that the knowledge in school is appreciated by being studied with the teacher so that with maximum effort when learning becomes

a smart individual; 3) the value of hard work is manifested in the efforts made by students to become someone smart, with hard work from learning to understand the learning material provided by the teacher; 4) the value of responsibility, which is contained in the wise words states that students have the responsibility to be smart children while in school.

The wise phrase "Be enthusiastic in learning something useful" contains character values that value achievement and hard work. Something useful will motivate me to continue learning. (2) the value of hard work, implies the word get excited for students not to give up in learning to want something to be understood that is seen as useful. The wise words that is understood by students invites them to always work hard in learning because knowledge will benefit their future classes. The description of the use of meaning in the wise words "start all with prayer" has an understandable meaning and contains the value of existing character education that all activities carried out wherever located as humans who believe in the rules of their respective religions are carried out by praying. With the meaning that has been expressed, the delivery of language is realized to shape the character of students by building tolerance values, religious values, and discipline values. Its implementation through the value of character education leads to aspects of knowing the creator God and building the spirit of nationalism.

Furthermore, on the use of meaning in the wise words in data "Diligent base clever" has a meaning that is understood and contains the value of character education that students who try hard in learning will become smart children. The meaning contained in the wise words has the value of character education, namely the value of discipline, the value of appreciating achievement, the value of hard work, and the value of responsibility. The meaning of the wise words in the data text has aspects of character strengthening to build the spirit of nationalism, independence, and integrity.

The wise words which is a delivery of information through language that has meaning in language studies through semantics is found to contain the values of character education. On lexical analysis in shortboard texts in schools that there are 13 meanings of semantic words on the school text boards of short school board texts at the Kemiri Barat Village Elementary School, Batang Regency. The types of meanings are narrow meaning, broad meaning, cognitive meaning, connotative meaning and emotive meaning, referential meaning, construction meaning, lexical meaning and grammatical meaning, ideational meaning, propositional meaning, central meaning, pictorial meaning, and idiomatic meaning (Nisak, et al., 2020).

lexical analysis in shortboard texts in schools that there are 13 meanings of semantic words on the school text boards of short school board texts at the Kemiri Barat Village Elementary School, Batang Regency. The types of meanings are narrow meaning, broad meaning, cognitive meaning, connotative meaning and emotive meaning, referential meaning, construction meaning, lexical meaning and grammatical meaning, ideational meaning, propositional meaning, central meaning, pictorial meaning, and idiomatic meaning.

Simple sentence text or motivation was also found in research. Simple sentence text or motivation was also found in research (Damayanti, 2019) About phrases in Relaxa candy collected eleven words, three words with pictorial meaning, three words with referential meaning, 5 words with emotive meaning, and three words with central meaning. Further research by Mahmudi has been carried out with the title Analysis of Meaning in Status (Blackberry Messenger) in Adolescents: Semantic Review Produces 14 Types of Meanings Which Include Narrow, Broad, and Cognitive Perceptions, Connotative Meanings, Emotional Meanings, Referential Meanings, Constructive Meanings, lexical meaning, grammatical meaning, ideational meaning, propositional meaning, central meaning, figurative meaning, and idiom meaning (Damayanti, 2019). Similarly, a study that analyzed the meaning of aphorisms on black and white television programs found 13 types of meaning (Ningsih, 2012).

The review of the meanings contained in the wise words cannot be separated from the values of character education. As in other studies, it shows that in the analysis of thematic books there is education, including cooperation values, polite values, caring values, discipline values, self-confidence values, religious values, nationalism values, independent values , and integrity

values. Character education can be applied to all subjects In line with the conclusion of the opinion character education can be applied to all subjects related to the norms carried out with daily life (Putri, 2018). Every topic related to norms must be developed and incorporated into everyday life. One of them is the delivery of Indonesian through a wise words in the text on the school wall (Ulasari, 2021).

CONCLUSION

Based on the studies that have been carried out, it was found that the wise words has character values, namely in the text "start all with prayer" there are values of tolerance, self-confidence, religious values , and discipline values. In wise words of wisdom, "Diligent base clever contains character values that contain the value of discipline, the value of discipline, appreciating results, the value of hard work, creaticity and the value of responsibility. "Be enthusiastic in learning something useful" there is a character value that contains the value of self-confidince, appreciating achievement and the value of hard work.

Furthermore, through a semantic study, wise words have been identified which produce 8 types of meaning from 13 overall meanings consisting of narrow meanings there are 3-word forms, broad meaning 3-word forms, emotive meaning 3-word form meanings, lexical meaning 3-word forms, grammatical meaning, meaning ideational there are 4-word forms, central meaning there are 3-word forms, pictorial meaning there is 1-word form. The three wise words taken from several schools in the city of Surabaya contained the values of character education including several aspects of knowing the creator god. Fostering the spirit of nationalism (values of tolerance, religious values, independence (value of hard work, value of appreciating achievement, value of creativity), Integrity (The value of honesty and responsibility). The content of the wise words contained gives meaning to the study of language through semantics and also contains the values of character education

REFERENCES

Abdullah, S., & Wicaksono, J. W. (2018). *Penguatan Pendidikan Karakter Kontekstual*. *30*(2), 1–3.

Arifin, S. (2016). Pengaruh Pembelajaran Tematik-Integratif Berbasis Sosiokultural Terhadap Hasil Belajar Peserta Didik Kelas Iii Di Sekolah Dasar. *Profesi Pendidikan Dasar*, *3*(1), 16. https://doi.org/10.23917/ppd.v3i1.2716

Chaer, A. (2013). *Pengantar Semantik Bahasa Indonesia*. Rineka Cipta.

Damayanti, R. (2019). Analisis makna kata pada kemasan permen relaxa. *Jurnal Bahasa Dan Sastra*, *4*(4), 92–102.

Darma, Y. A. (2014). *Analisis wacana kritis*. Yrama Widya.

Elfrida, Y., Siregar, Y., Zulela, M. S., Prayuningtyas, A. W., & Rachmadtullah, R. (2018). *Self Regulation , Emotional Intelligence With Character Building In Elementary School*. *251*(Acec), 315–318.

Erviana, D. (2018). *Muatan Nilai-Nilai Pendidikan Karakter dalam Pembelajaran Seni Gamelan melalui Kegiatan Ekstrakurikuler di Sekolah Dasar Negeri Kalisegoro*. 1–325.

Fahhan, A. M. (2013). Pendidikan Karakter Di Pesantren Character Education in Islamic Boarding School. *Jurnal Masalah-Masalah Sosial*, *4*(1), 29–45.

Farhrohman, O. (2017). Implementasi Pembelajaran Bahasa Indonesia di SD/MI. *Primary: Jurnal Keilmuan Dan Kependidikan Dasar*, *9*(1), 23–34.

Fauziah, W. (2018). Meningkatkan Percaya Diri Anak Melalui Metode Bernyanyi di RA AL-Falah Bina Insan Islami Simpang Asrama Simpuruik Kec. Sungai Tarab Batusangkar. In *Skripsi: IAIN Batusangkar*.

Hardani. Ustiawaty, J. A. H. (2017). *Buku Metode Penelitian Kualitatif dan Kuantitatif* (Issue April).

Hidayah, N. (2015). Penanaman Nilai-Nilai Karakter Dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, *2*(2), 190–204.

Inanna, I. (2018). Peran Pendidikan Dalam Membangun Karakter Bangsa Yang Bermoral. *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, *1*(1), 27. https://doi.org/10.26858/jekpend.v1i1.5057

Irmawati, A. (2016). Penanaman karakter percaya diri melalui ekstrakurikuler angklung di smp negeri 7 pemalang kabupaten pemalang skripsi. *Skripsi Universitas Negeri Semarang*.

Khairi, A., Rezeki, K. S., & Aprilia, N. (2020). *Analisis Gaya Bahasa Kata-Kata Mutiara. 9*(2), 20–30.

Mukti, Andayani, Nugraheni, E. W. (2018). Nilai Pendidikan Karakter dalam Novel Rindu Karangan Tere Liye: Tinjauan Psikologi Karakter. *AKSIS Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *2*(2), 246–274.

Nada, Q., & Yasmin. (2021). Pendidikan Karakter Melalui Program Unggulan di SD Islam Al-Azhar 03 Cirebon. *Prosiding Dan Web Seminar (Webinar)*, 467–472.

Ningsih, N. (2012). Analisis Makna Dalam Kata Mutiara Pada Acara Televisi Hitam Putih Di Trans7 Bulan Agustus 2011: Tinjauan Semantik. In *Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta*.

Ningsih, T. (2011). Implementasi Pendidikan Karakter dalam Perspektif di Sekolah. *Insania : Jurnal Pemikiran Alternatif Kependidikan*, *16*(2), 235–254.

Nisak, F., Aniq, k, & Prasena, A. (2020). Analisis Leksikal Dalam Teks Pendek Papan Sekolah. *23 Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas PGRI Semarang, Indonesia*, *8*(3), 385–392.

Purwandari, A. W., Fitri, N., & Asy'ari, H. (2019). *Penguatan pendidikan karakter (PPK)*. Erlangga.

Putri, D. P. (2018). Pendidikan Karakter Pada Anak Sekolah Dasar di Era Digital [Character Education in Primary School Children in the Digital Age]. *Ar-Riayah : Jurnal Pendidikan Dasar*, *2*(1), 37.

Rochani, E. D. (2016). Analisis Makna Leksikal Dalam Karangan Deskripsi Siswa Kelas Xi Sma Muhammadiyah 1 Surakarta Tahun 2015/2016. *Science of Surverying and Mapping*, *41*.

Rusmana, A. O. (2019). *Penerapan pendidikan karakter di sd. 9*.

Sahlan, A., & Prastyo, A. T. (2012). *Desain Pembelajaran Berbasis Pendidikan Karakter*. Ar-Ruz Media.

Samani, M., & Hariyanto, H. (2012). *Konsep dan model pendidikan karakter* (Cet. 2). Remaja rosdakarya.

Sari, T. P., & Ajeng, A. W. (2017). Peran Bahasa Dan Media Sosial Sebagai Pembangun Citra Diri di Era Global. *Bahasa Dan Sastra Indonesia Dalam Konteks Global*, 341–354.

Sarifuddin, M. (2021). Konsep Dasar Makna Dalam Ranah Semantik. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, *5*(2). https://doi.org/10.36312/jisip.v5i2.2024

Soryani, S. (2015). Penanaman Sikap Toleransi Di Kelas V Sd Negeri Siyono Iii Kecamatan Playen Kabupaten Gunungkidul. In *Lumbing Pustaka Universitas Negeri Yogyakarta* (Vol. 151, Issue 2). Universitas Negeri Yogyakarta.

Ulasari, N. H. (2021). Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember Jember. In *Digital Repository Universitas Jember* (Issue September 2019).

Vitasari, W. (2021). *Komunikasi Guru dengan Siswa Membangun Motivasi Belajar Siswa*.

Wati, D. C., & Arif, D. B. (2017). *Penanaman Nilai-nilai Religius di Sekolah Dasar untuk Penguatan Jiwa Profetik Siswa. November*.

Widayati, S. (2019). Menepis Hoax Melalui Pendidikan Karakter dan Pembelajaran Sastra. *Edukasi Lingua Sastra*, *17*(2), 46–55. https://doi.org/10.47637/elsa.v17i2.39

Widiastuti, E. (2016). *Medan Makna Leksem Aktivitas Wajah Di Desa Kawo Kecamatan Pujut Kabupaten Lombok Tengah*.