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The Procedural and Explanatory Texts Based on Entrepreneurial Content in Forming Characters of SMK Muhammadiyah Students

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ABSTRACT

Purpose: The purpose of this study is to provide an overview about the procedural and explanatory texts based on entrepreneurial content as a means in forming the character of Muhammadiyah students. This is intended to develop the competency of SMK students because the procedural and explanatory texts are vocational teaching materials. Furthermore, it is intended to support the competence of students 'expertise in their fields in this and subsequent eras along with the development of sophisticated technology.

Methodology: Source of data in this study are in the form an analysis of enrichment book needs, enrichment book profile and test effectiveness of enrichment books. Data collection techniques such as observation and experiment. The methodology used in this research is Research and Development (R&D) which consists of a cycle that starts with an analysis needs, problems that require completion in the form of certain products produced. In this case the resulting product is a collection of procedural and explanatory texts based on entrepreneurial content in the form of enrichment book for SMK students.

Results: This research resulted the enrichment book of procedural and explanatory texts based on entrepreneurial content for SMK students. The result of this discussion can be used as providing the latest information on procedural and explanatory texts based on

entrepreneurial content for the students as a means in forming character building Muhammadiyah students.

Applications/Originality/Value: Procedural and explanatory texts is applied as a fulfillment of enrichment book needs in the text-based learning through the texts for the potential development of SMK students. Besides that, it designed as the main factor in forming the personality of the students in the future as competencies support in accordance with their chosen majors, which still need knowledge and fulfillment of curriculum demands.

INTRODUCTION

Learning Indonesian nowadays – text-based learning – has been refined from time to time, changes for the better. The days are increasingly developing along with the development of the people civilization and culture. The development and refinement also go along with people technological civilization. Therefore, text-based learning is currently being implemented – the 2013 curriculum is always progressing.

Progress that has occurred up to now is the use of the 2013 revised edition of the 2017 curriculum. From text-based learning, behavior-based learning, character education-based learning to learning multicultural character education. Learning with multicultural character has advantages that are simpler, more practical, and easier to understand.

Based on these refinements, the procedural and explanatory texts based on entrepreneurial content for SMK students become very important. Teaching material in the form of enrichment book serves as a means to train students in achieving basic competencies in learning in schools and social competencies related to self-development.

Research and Development of procedural and explanatory texts based on entrepreneurial content for SMK students currently have a strategic function which is to support the competency of the skills chosen by students and as a personality shaper for students. The expertise competencies of students include varied competencies that have been selected selectively to support the skills they have. The use of enrichment book in the texts based on entrepreneurial content for the students as a means of self-development and as a provision of life both in industrial world and in society.

In connection with these matters the question arises (1) What is the concept of procedural and explanatory texts based on entrepreneurial content for SMK students? (2) How are the procedural and explanatory texts based on entrepreneurial content as a means of forming the character of SMK students? And (3) How is the application of procedural and explanatory texts based on entrepreneurial content forming the personality of Muhammadiyah students?

Discussion

In this section, successively explained the concepts of procedural and explanatory texts based on entrepreneurial content for SMK students. The texts for the means of character formation of the students, and the application

of the texts based on entrepreneurial content in forming the personality of Muhammadiyah students.

CONCEPT PROCEDURAL AND EXPLANATORY TEXTS BASED ON ENTREPRENEURIAL CONTENT FOR SMK STUDENTS

STUDYING PROCEDURAL AND explanatory texts for SMK students is very important. This is because procedural and explanatory texts are widely used to describe certain procedures and explain certain behaviors. Planting procedures, procedures for running certain machines, cooking procedures, receiving procedures, and other procedures. Procedure are studied by the students with the aim of providing instructions for carrying out certain activities.

The procedural texts describe the activities that must be carried out so that the reader / viewer can accurately and follow process of making something, doing a job or using a tool (Kemdikbud, 2016). Another case with explanatory text. Explanatory text is a text that contains an explanation of natural and social phenomena in the students 'environment (Suwarni & Suryani., 2017). These explanations in the explanatory text are needed. Explanation of why SMK students have direct work thinking patterns, how to explain the behavior of the students who like practical matters rather than theoretical ones. This makes that explanatory texts need to be studied by the students.

The concept of learning can be linked to productive or practical subjects. Productive subjects describe more about certain procedures and explanations, certain situations and conditions for tricks or tips or explanations about conditions. The development of highly sophisticated equipment supports the development of learning procedural and explanatory texts.

In the next stage, the learning of procedural and explanatory texts needs to be developed. From the text of procedural and explanatory texts developed into a text of procedural and explanatory texts based on entrepreneurial content Furthermore, it developed into procedural and explanatory texts based on entrepreneurial content for Muhammadiyah students. From year to year learning is always developing. The development that has taken place to date is the learning of procedural and explanatory texts based on entrepreneurial content for Muhammadiyah students.

Entrepreneurial content according to Dadang Hidayat (2010) is detailed into effective steps (1) receiving orders, (2) analyzing orders, (3) expressing readiness to work on orders / responsibilities, (4) working on orders into products, (5) evaluating orders / products, (6) submit orders / products. Relation to the formation of the character of these steps provides a major influence to improve the competence and personality of SMK students.

According to Yustinah (2018) character education in vocational high schools - prophetic characters - is interpreted as an educational concept directed at the human goal of worship in order to carry out the mission of God. The concept of prophetic education (character) becomes urgent in order to save humans from the hegemony of the swift Western notions that can cause dehumanization. Therefore it should be included in learning.

For the learning of procedural texts and explanatory texts with entrepreneurial content are translated into a load of personality values that include characters (1) self-awareness, (2) process awareness, (3) attitude awareness, (4) strategy awareness, (5) mindful ideals mind, (6) conscious of obstacles, (7) conscious of beliefs, and (8) conscious of success. With the content of these entrepreneurial values learning procedural and explanatory texts functioned to improve the character building of learners who are ready to enter the business world.

Text of Procedural and Explanatory Texts Based on Entrepreneurial as a Means of Character Building for SMK Students

The procedure text contains the steps or stages that must be taken to achieve the goal (Maryanto et al, 2013). Text that has the following characteristics are (1) the text is objective, (2) the text is arranged systematically, (3) the text contains a conjunction of imperative step markers and imperative sentences (Mulyadi & Danaira, 2014). The procedure text also explains the steps in full, clear, and detailed about how to do something (Kosasih, 2014) In Connection with this reserach, the procedure text is obejctive, systematic, contains a sequence of steps. This trait is in line with the character of Muhammadiyah students which must be objective, systematic, and consistent. In addition, the complete, detailed and clear procedure text gives students the habit to always compile a complete detailed, and coherent text in doing something.

Another understanding of procedure text is one of the types of texts that belongs to the factual genre of procedural subgenres (Mahsun, 2014). The procedure text also explains the activities that must be carried out so that the reader / viewer can accurately follow the process of making something, doing a job or using a tool (Kemdikbud, 2016:88

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In connection with some of these definitions the procedure text includes certain steps or procedures that are in order, logical, and logically acceptable. The procedure text is used as the formation of the character.

Regarding explanatory texts, there are several meanings that can be explained, including covering the following matters. Text describing the process or natural event or social event (Restuti, 2013: 85). Explanation text contains an explanation of the state of something as a result of something else that has happened before and causes something else to happen later (Tim Kemendikbud, 2013:1). In connection with this rsearch explanatory texts train students to explain clearly about natural and social phenomena

This text also describes a process or event about the origin, process, or development of a phenomenon, which can be a natural, social, or cultural event (Kosasih, 2014:178) Explanation texts have a social function explaining or analyzing the process of something appearing or happening. Therefore, this text has the structure of thinking of titles, general statements, explanatory lines, and interpretations (Mahsun, 2014:33) In this regard the explanatory text structure describes the exposure of natural and social phenomena.

Explanation texts fall into the category of factual genres to present information or ideas and aim to describe, tell, or convince readers / listeners (Priyatni,

2014:67) Explanation texts are writings that provide detailed explanations of the processes of natural phenomena and explain logical relationships from several events (Isnatan & Farida, 2013:78). Relating to the entrepreneurship value of explanatory text, the process describes in detail and logic.

Explanation text describes a process, or development of a natural, social, and cultural phenomenon (Mulyadi, 2015:149). Explanatory text contained in students' books is text related to natural events (Wulandari et al, 2015:10). Regarding the entrepreneurship content of natural, social and cultural phenomena it is important to be taught.

Explanation text is a text that contains cause and effect (Irfani, 2016). Explanation text is a text that contains an explanation of natural phenomena and social phenomena in the environment of students (Suwarni, 2017:42). In connection with the above explanatory text directly affects natural phenomena and social phenomena.

Based on the structure of the procedure text includes the objectives, sequence of steps, and closing. The objectives are explained at the outset to function as orientation. The steps are displayed in order from the beginning of the process to the end. The cover is used as a reorientation.

Different from the explanatory text structure that is composed of general explanations, process explanations, and conclusions. A general explanation is given at the beginning as an introduction to the text. Explanation of the process is presented to explain one by one the issues discussed. Closing in the form of conclusions or reaffirmations. Both associated with procedural and explanatory text structure to identify the direction of character formation.

The rules of procedure text can be explained as follows (1) using interrogative, imperative, and declarative sentences, (2) using sequence / steps, (3) using nouns and participants, (4) using verbs / verbs, and (5) use conjunctions.

The rules of linguistic explanatory texts include (1) using general nouns, (2) using verbs, (3) answering why and how to express the process, (4) using facts, and (5) using passive sentences.

For procedure texts, the manufacturing process includes knowledge (1) analyzing information in the form of general statements and stages in the procedure text related to the field of work, and (2) analyzing the structure and language of the procedure text related to the work field.

The skills aspects developed for this domain include (1) designing general statements and stages in the procedure text related to the field of work with appropriate organizations verbally and in writing, and (2) developing the procedure text related to the field of work by taking into account the results of the analysis of the contents, structure, and language.

For explanatory texts the manufacturing process includes knowledge (1) analyzing information (knowledge and sequence of events) in the explanatory text relating to the oral and written work fields, and (2) analyzing the structure and language of the explanatory text relating to the work field.

The skills development are (1) constructing information (knowledge and sequence of events) in explanatory texts relating to the field of work verbally and in writing, and (2) producing explanatory texts relating to the field of work verbally or in writing by paying attention to structure and language.

Based on the statement with the word “related to the work filed” identified that the content of entrepreneurship is very important for the formation of students’ character as well as enhancing entrepreneurial competence.

The Application of Procedural and Explanatory Texts Based on Entrepreneurial Content Forming the Personality of Muhammadiyah Students

The text of the procedural and explanatory texts based on entrepreneurial content is very important as an effective enrichment book today - a time for someone to change or become extinct. It is not only SMK students who demand that people choose to change or become extinct. Changed because it can defend itself with various developments related to technological sophistication. Or become extinct because they are unable to survive following developments. Learning procedural and explanatory texts based on entrepreneurial content is effective solutions to increase understanding, knowledge and skill in forming the personality of Muhammadiyah students.

The procedure text is useful to guide and assist students in expediting work. Consistent flow and orderly procedure can be used as an effective step to complete daily work both related to formal and informal tasks.

Unlike the explanatory text that provides a description of the explanations needed related to the implementation of daily tasks and explanation of phenomena that occur.

Some examples of procedural and explanatory texts topics based on entrepreneurial content related to the personality of Muhammadiyah students can be seen in the following table.

Table 1 Procedural and Explanatory Text Forming Personality of Muhammadiyah Students

Topic Text Procedures	Explanation Text Topics	Purpose / Benefits	Character Developed	Relationship with Muhammadiyah Student Personality	How to deliver
Effective Ways to Record Financial Statements		Teach students to make the correct report	Responsibility character development	Live according to true faith and monotheism	Discuss the notions of providing effective strategies and analyzing the contents

					of texts
	Dare to Change Your Principle	Teach students dare to maintain things that are true objectively	Character building development	Abstain from deeds of shirk, superstition, heresy and superstition	Describe concepts, discuss techniques, and analyze applications
New Tips on Managing Company		Teach students to manage finances responsibly	Discipline character development	Being <i>shidiq</i> , <i>amanah</i> , <i>tabligh</i> , and <i>fathonah</i>	Discuss models, analyze models, and use models correctly
	Grasp Courage in Truth Genggam Keberanian dalam Kebenaran	Teach students to take responsibility and carry out tasks in a disciplined and orderly manner	Self character development	Keep away from the actions of <i>riya'</i> , arrogant, <i>ishraf</i> , facade, <i>fakhsya</i> and <i>munkar</i>	Describe concepts, discuss them, and use them in everyday life
Effective Tips for Negotiating		Teach students to develop themselves in an appropriate and responsible environment	Critical thinking character development	Love peace in family and neighbors	Teach concepts (strategies), discuss them, and apply them as needed
	Educated Unemployment	Teach students to do work in a disciplined and responsible manner	Optimistic character development	Familiarize yourself fond of studying	Discuss, embed concepts, and evaluate them
How to Save Energy on Oil Fuel		Teach students to be responsible for the	Thrifty character development	Familiarize yourself, like to work hard and be disciplined	Describe concepts, discuss them, and use as

		environmen t			needed
	Building a Generatio n of Integrity		Exemplary characters developme nt	Helping each other friends and neighbors	Describe the structure, content, and language
Note: As many topics can be contained in the procedural and explanatory texts					

The development of procedural and explanatory texts based on entrepreneurial content related to the personality of Muhammadiyah is one form of progress in changing the new paradigm in the education field. "The focus of five industries implementation of society industry era in Indonesia are food and beverage, textile, automotive, electronics and chemical industries," Jokowi said when opening the 2018 Indonesian Industrial Summit at Jakarta Convention Center (JCC), Wednesday (4/4) 2018).

Muhammadiyah's personality formation was first formulated by K.H Fakhri Usman, K.H. Farid Ma'ruf, K.H. Wardan Diponegoro, Dr. Hamka, H. Djarnawi Hadikusumo, M. Djindar Tamimy and M. Saleh Ibrahim in a meeting of the Muhammadiyah Central Leadership in 1381 H or 1961 AD. Muhammadiyah's personality is subsequently established as Muhammadiyah's personality load developed through education, social, and organization.

The development of procedural and explanatory texts, based on entrepreneurial content for students in the character and personality formation of Muhammadiyah is interpreted as an urgent educational concept in order to save humans from the hegemony of the westernize understanding that can lead to dehumanization.

The character of SMK students and Muhammadiyah's personality in their application is manifested into (1) Life based on true faith and monotheism, (2) Keeping away from acts of shirk, superstition, heresy and *khurafat*, (3) Behaving *shidiq*, *amanah*, *tabligh* and *fathonah*. (4) Keep away from *riya'* actions, arrogant, *ishraf*, facade, *fakhsya* and *munkar*, (5) Love peace in family and neighbors, (6) Familiarize yourself fond of seeking knowledge, (7) Getting used to like working hard and discipline, and (8) Mutual assistance to friends and neighbors. The eight characters that form the personality of Muhammadiyah are included in the procedural and explanatory texts.

In connection with the eight attitudes and personality of Muhammadiyah it is manifested into the formation of the character of SMK students in the Muhammadiyah environment.

Some effective applications in linking the content of entrepreneurship with the character building of Muhammadiyah students can be understood among others in the following explanations. First, the use of effective demonstration method in developing texts according to Majid & Rochman (2015) includes

the step of preparing objectives, preparing an outline of demonstrations, and testing demonstrations in producing texts.

The second application, accurate assessment lies in culture, cultural organization, which is carried out procedurally (Fadly, A. 2016). Regarding the personality building of Muhammadiyah students, an accurate assessment should be used accurate data.

The third application, character education according to Yamtinah (2011) is covering the objective of character education, the implementation of character education methods of safeguarding character education, character / action education tools, material character education tools, school education environment, organizational / extracurricular education environment, vocational educators in the education formula, and students in the character education formula. These eleven things need to be considered to provide character education for Muhammadiyah students especially in SMK level.

The fourth application, saghafi's (2012) in Darmawan, H (2015) article entitled A Model of Character Education as Reflected in Fuady's the Land of Five Towers in the journal International Journal on Studies in English language and literature stated that character education is process that develops real and positive perspectives, attitude towards others, ability to make decisions and the need to participate in social activities in students. Thus, is interpreted as character education intended for students there are at least six character that can be developed according to Backer (2012)) in Darmawan, H (2015) article, including trust, respect, responsibility, fairness, care, and citizenship. The characters are included in the procedural and explanatory texts presented in the lesson.

The fifth application, Tyra (2012) in an article Ifeanyi (2016) character education is described as a curriculum that was developed specifically to teach children about good qualities and traits. One of them is in the form of a noble character that was developed to improve character learning through literary and text genres in order to grow individuals towards success. Here it is explained that the noble character is used to develop one's potential towards success.

The sixth application, Alex Agboola (2012) in article Siswati (2018) states that educational policy must take the initiative on moral education (character) which is carried out jointly by parents, teachers, and stakeholders in encouraging students to implement character education in schools into directed system character education in the responsibility of families, schools, and communities to be jointly responsible for the existence of social phenomena and the loss of noble values.

The seventh application, Samani (2014) in article Siswati (2018) character interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of the family, community, nation, and country. This is done through school and extracurricular activities provided within the scope of education related to subject and specified in the

curriculum. The character here are implemented interactively in productive subjects in SMK Muhammadiyah. From this is known that character education is very important to foster student's behavior within the scope of education.

The eight application, Fauzi explained that the morning briefing held at the SMK Muhammadiyah in Magelang made the students have an orderly disciplined, and responsible habit towards their duties and obligation. This has received great support from all teachers in the school concerned. From the small things orderly bring extraordinary influence on the habits that are formed this morning briefing of discipline children so that they are not late. First, then pray, sing the song Indonesia Raya and Mars Sang Surya. After that, they will be guided by memorizing daily prayers "commented by the head master".

The ninth application, Purwanta explained that students' discipline could be formed from things that were trained continuously with the new school program to read the Koran at the beginning of each lesson, sing the national anthem, give sanction to students who were late with the dzuha prayer and reading the Qur'an and other good habits that are developed continuously.

In the tenth application, Suhardi quoted the opinion of the Ministry of national Education as a research and development center for curriculum and books (2011: 9-10) that the character of students developed in learning all subject included the following. (1) religious, (2) honest, (3) tolerance (4) discipline. (5) hard work, (6) creative, (7) independent, (8) democratic (9) curiosity, (10) the spirit of nationalism, (11) love of the motherland, (12) respect for achievement, (13) friendly / communicative, (14) love for peace, (15) love to read, (16) care for the environment, (17) care for the social, (18) responsible.

The eighteen characters developed by the government and the eight-awareness developed in this study essentially made students in Muhammadiyah school especially vocational schools have good, orderly, and competitive habits in self-development and academic and social skills development.

Generally, character education according to Supriyadi (2011) discusses about obtaining character education that can be used to create discussions about students, provide feedback to students, about character development and excellence, provide information on the suitability of teaching materials with good policy. In this regard character education in vocational schools becomes urgent to be carried out in school policy

The development core of procedural and explanatory texts containing the student's character and the personality of Muhammadiyah has made the students have a directed orientation in character building and personality development. Through the text of the procedural and explanatory texts, students are expected to have character and personality that ultimately can improve self-performance and have the life responsibility for community activities, and have optimal intelligence.

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