Character Education In Caldecott Children’s Books
From The 1900s To 2000s: A Semiotic Study

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ABSTRACT

The purpose of this study was to discover character education portrayal in selected Caldecott Medal-winning books from the 1900s to 2000s. To attain this purpose, the researcher conducted a semiotics procedure to examine 21 selected books. Data collection from the semiotics matrix consisted of the: results of semiotics coding in narrative notes and statistical consideration. The researcher found that character education in the selected books characterized by two components of character education, which included personal quality and interaction with environment; and it was depicted through narrative, visual, and semiotics approaches. The findings indicated that all the selected books presented components of character education from a developmental approach, regardless of publication dates. However, because the majority of the selected books had male characters, they tended to present character education depiction from a cognitive perspective. In addition, the findings indicated that the authors and illustrators used semiotics components to depict character education; despite that, visual images eventually were used more intensely than other components (i.e., narrative and semiotics codes) to portray character education. This was logical because the books analyzed each received honor for their distinguished illustrations.