

## CHARACTER DEVELOPMENT OF CLASS 3 STUDENTS AT SDN 091320 RAYA TONGAH THROUGH APPRECIATION OF FABLES LITERATURE WORKS

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### *Abstract*

*The national education functions as a custodian of values in society so that they can be preserved. The character building is a filter for negativity in globalization. To instill the value of character education, of course it is not enough just to be given memorization or test scores that meet the passing standards, but as a whole it must be integrated between cognitive, affective and psychomotor. In this study, researchers examined the character improvement of grade 3 students at SDN 01320 Raya Tongah in appreciating fable literary works. The story fable is an animal that teaches various grade 3 elementary schools. The fable contains values that are acceptable to students. There are many learning values that can be explored in the fable which can then be used as an alternative in educating students. The purpose of this research is to show what character education values can be taken in the fable and to describe how the character reporting of 3rd grade students of SDN 091320 Raya Tongah through the appreciation of fable literary works. This type of research is conducted in qualitative research. The results of this study indicate that the character values in the fable that can be a role model for SDN 091320 students include: honest attitude, responsibility attitude as well as an attitude of wanting to help and character building of SDN 091320 Raya Tongah through the appreciation of fable literature. The story book approach, good communication, and implementation, namely by inviting students to appear properly and the teacher inviting students to apply what they got from the fable stories they had created together.*

**Keywords:** Character, Literary Appreciation, Fables, Education

### INTRODUCTION

Education is a process of self-improvement that has been carried out since human history began. Improvement after self-improvement continues until now. All of this is because humans basically have limitations, so to be able to develop themselves and continue to improve human deficiencies and limitations also proceed with education.

In 2020 almost all parts of the world are affected by a new virus known as the corona virus/covid19. The first virus was discovered in a city in China, to be precise in the city of Wuhan, in the province of Huabei. This virus, whose symptoms are almost similar to the flu, spreads so quickly and kills nearly 100 people a day and impacts every line of life, one of which is education. So all teaching and learning processes also adjust to the applicable health protocols.

National Education System in Law no. 20 of 2003, article 3 explains the function of education, namely developing abilities and forming dignified character and national civilization in order to educate the nation's life, aims to develop the potential of students to

become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become a democratic and responsible citizen.

National education also functions as a custodian of values in society so that they can continue to be preserved, developing society to grow better with adequate human resources, who are virtuous and have complete Indonesian humanity. This function will not be realized if only the government intervenes to handle it, so this task requires assistance from all parties and all levels of society.

The education unit level curriculum (KTSP) is a reference for national education standards that function to develop learning, assessment and the goals of education in elementary schools (SD). This character development must also be included in learning materials and applied in everyday life.

Thomas Lickona (Muchlas Samani, 2012: 44) explains that character education aims to help someone understand, care about and act ethically. Muchlas Samani (2012: 45) also states that character education is a guide for students so that they can become whole human beings who have character in the dimensions of heart, mind, body, and feeling and intention.

As part of the personality aspect, character is also a reflection of one's personality; mentality, attitude, and behavior. Character has to do with a person's physical as well as psychological. Character is contextual and cultural.

Character education is a filter for negative things in globalization. Character education is education that supports the social, emotional, and ethical development of students (Barnawai & M. Arifin, 2012: 5). Character education is also meaningful as behavior, morals or moral education, which aims to shape the child's personality, so that he becomes a good person, if in society he becomes a good citizen, and if in the life of the state he becomes a good citizen (T. Ramli, 2003: 34).

To instill the values of character education, of course it is not enough just to be given memorization or test scores that meet passing standards, but as a whole must be integrated between cognitive, affective and psychomotor. One of them can be reached by presenting real events which are summarized in subject units, such as mass media devices, TV, radio, internet, newspapers, literary works and others that can assist in the learning process.

At present many teachers make fairy tales as a medium for teachers to instill the value of character education, besides using easy-to-understand language they also convey moral messages that can be taken from the positive side, which can then be applied in everyday life.

Folklore is a hereditary ancestral heritage that describes the culture, customs, ethnicity and religion of each region in Indonesia. The Indonesian territory from Sabang to Merauke has folklore. Through folklore, children can get to know the personality of the Indonesian nation and indirectly instill character according to Pancasila principles (Melasarianti, 2015: 1).

A fairy tale is a type of story characterized by non-human characters, such as animals, in it. This understanding of fables, often, is not equivalent to knowledge outside

the story, which is a moral value. Based on the results of previous research on elementary school and junior high school students, information was obtained that they enjoyed reading fairy tale texts, however, many of them considered fairy tales as just reading texts with fauna characters and did not really know and realize that the story contained moral lessons. (Abrar, 2016: 48).

Literary products prepared for children are very important in learning and teaching languages. Fairy tales, which have their roots in Western or Eastern literature, are one of the most popular fairy tales today's children. The fact that fairy tales are meant to teach lessons allows them to be used in education (Jackson, & Heath, 2017: 541)

In this study, researchers examined the character improvement of grade 3 students at SDN 01320 Raya Tongah through appreciation of fable literature. Fables are animal stories that are taught in grade 3 elementary school. Fables contain various values that can be taught to students. Many learning values can be explored in fables which can then be used as alternatives in educating students. Fables can shape the personality of children and adults because the characters played by animals, plants or other objects can be compared to human nature (Yono, 2014: 103).

## **LITERATURE REVIEWS**

### **Character building**

#### **a. Definition of Character**

Etymologically, the word character comes from the Greek word *charassein*, which means to engrave (Ryan and Bohlin, 1999:5 in Marzuki, 2015:19). Marzuki (2015:20) also cites the opinion of Echols & Shadily (1995:214) and translates the word to engrave to carve, paint, sculpt, or scratch.

In the Big Indonesian Dictionary, character is defined as psychological traits, morals or manners, character, and character that distinguishes one person from another. (Depdiknas, 2008:623 in Saptono, 2011:17).

Terminologically, character is defined by the Ministry of National Education (2010) quoted by Agus Wibowo (2013: 13) as the character, character, morals or personality of a person formed from the results of internalizing various virtues, which are believed and used as a basis for perspective, thinking, behave and act.

Laluin (2013: 3) explains character as a characteristic of each individual related to his identity which is an inner quality, both the way of thinking and behaving in life and working together, both within the family, community, nation and state.

Thomas Lickona (2013: 81) also describes character as a deepest disposition to respond to the best situation morally. In his book entitled *Character Matters*, Lickona provides an understanding of character as the possession of good things, good objectivity over human qualities. (Thomas Lickona, 2013:15).

Character is what we are, the basis of a person's personality and traits (Online Preschool Team, 2015: 2). Zainal Aqib (2011: 30) defines character as the actualization of potential from within and internalization of moral values from outside to become part of

his personality. Abdullah Munir (2010: 3) argues that character is a pattern, be it thoughts, attitudes or actions that are attached to a person very strongly and are difficult to remove.

From the description above it can be concluded that character is a way of thinking and behaving that is unique to each individual which is formed from the internalization of various virtues, is a characteristic and is attached to a person very strongly that distinguishes a person from others, to live and work together, both within the scope of the family, society, nation and state.

#### b. Character Education Concept

Character education has become a polemic in various countries. Pros and cons views have colored character education discourses for a long time. In fact, character education is an essential part of school work. But so far there has been little attention. As a result of the lack of attention to character education in the realm of schooling, as stated by Lickona, it has led to the development of various social diseases in society. Supposedly, schools are not only obliged to increase academic achievement, but are also responsible for shaping the character of students. Academic achievement and the formation of good character are two integral contents that schools must pay attention to. However,

According to Sjarkawi, 2006: 14 character education is defined as our intentional effort from all dimensions of school life to help develop character optimally. This means that to support the character development of students, all components in the school must be involved, both in terms of curriculum content, learning process, quality of relationships, handling of subjects, implementation of co-curricular activities, and the ethos of the entire school environment.

Raharjo in his journal entitled character education as an effort to create noble character 2010, interprets character education as a holistic educational process that connects the moral dimension with the social realm in the lives of students as a foundation for the formation of a quality generation that is able to live independently and have a truth that is can be accounted for.

This effort also provides a way to appreciate the perceptions and personal values displayed in schools. The focus of character education is on ethical goals, but its practice includes strengthening important skills that encompass students' social development.

#### c. Character Values

Values are beliefs that make a person act on the basis of his choice. This was stated by Gordon Allport (Rahmat Mulyana, 2004: 9) that values are beliefs, desires, motives, attitudes, desires, and needs. Therefore, right-wrong, good-bad, and beautiful-not-beautiful decisions are the result of a series of psychological processes which then direct individuals to actions and actions that are in accordance with the value of their choice.

Character values are manifested in honesty, responsibility, caring, and all good deeds. According to Lickona (1991: 38) distinguishes values into two categories.

There are two kinds of values, namely moral values and non-moral values. Moral values are a sense of obligation to do, in this case honesty, responsibility, sincerity in

carrying out obligations, keeping promises, paying bills, caring for children, and being fair in making deals with other parties. Moral values teach what should be done, even though sometimes we don't like to do it. Meanwhile, non-moral values are values that do not demand that you have to do it, for example someone likes to listen to classical music, or likes to read a good novel but there is no obligation to do so.

According to Spranger (Moh. Shochib, 1998: 34) character values are efforts to develop self-discipline which includes five values, namely: economic, social, political, scientific, aesthetic, and religious values. This value linkage is a character concept that needs to be developed in students with the help of adults.

Based on some of the definitions above, it can be concluded that value is the essence attached to something that is very meaningful for human life. In addition, values are beliefs in making choices so that students recognize and accept values as their own and are responsible for the decisions they make through the stages of recognizing choices, assessing choices, making choices, and standing, and applying values according to their own beliefs.

### **Literary Appreciation**

#### **a. Definition of Appreciation of Literary Works**

The definition of appreciation lexically, appreciation 'appreciation' meaningfully refers to the understanding of understanding and proper introduction, consideration, assessment and statements that provide an assessment.

According to Sayuti, 1996: 2 explains that literary appreciation is an activity to get to know literary works seriously so that understanding, appreciation, sensitivity to critical thinking and sensitivity to good feelings for a literary work grow.

This means that literary appreciation is an effort to understand literary works, how to understand a literary work that is read, both fiction and non-fiction, as well as poetry, both intentional and actual meaning, and understand the ins and outs of its structure. In short, literary appreciation is an effort to "grab the meaning" of literary works (Suminto A. Sayuti, 1996:2).

#### **b. Fable**

Fable according to Fang (2011: 4-5) is a very popular form of folk literature. Every nation in this world has animal stories. For example, the Malay people have almost the same story, namely the story of the mouse deer. Not only in Malay land, but also in Java, India and Europe. It's just that the difference is the character of the animal. Animal stories (fables, fables) are a form of traditional stories featuring animals as story characters.

These animals can think and interact like human communities, complete with life problems like humans. They can think, reason, feel, speak, behave, behave, and so on like humans with human language. It seems that animal stories are no different from other stories, meaning that stories with human characters also feature animals as other characters (Nurgiyantoro, 2005: 190).

### c. Children's Literature

Children's literature is a literary work that offers pleasure and understanding. Kurniawan (2013: 23) argues that children's literature is a literary work whose story correlates with the world of children and the language used is in accordance with the intellectual and emotional development of children.

Children's literature has actually existed in Indonesia for a long time. Children's literature that develops in Indonesia is not like children's literature that develops abroad. The forms of children's literature in Indonesia are very diverse, including poetry, short stories, novels, fairy tales, fables, etc.

Lukens (2003: 30) argues that in general the genre of children's literature is divided into five types, namely fiction, non-fiction, poetry, traditional literature, comics. Fiction is a form of prose. When viewed from the story, it displays imaginary stories or imaginative stories. Children's fiction stories that are developing abroad and in Indonesia are very diverse.

### **Relevant Research**

Research that is relevant to the topic of this research is as follows:

- a. Darmiyati Zuchdi, et al, professors at Yogyakarta State University conducted a study entitled "Character Education Through Skill Development (Life Skill Development) in the School Curriculum". The results of this study are that the people of Yogyakarta need concrete action from the local government to help and support character education in schools. Meanwhile from school institutions, the school has not fully carried out character education that is synergistic, especially in terms of leadership.
- b. Prof. and the behavior of some of these students which then had an unfavorable impact on other students.

## **METHODS**

### **Location and Time of Research**

#### a. Research sites

This research was conducted at SDN 091320 Raya Tongah, while the considerations in choosing this location were:

- 1) Considering that the Covid19 pandemic has hit, to make research easier, the Raya Tongah location is the closest location to researchers.
- 2) The problem that will be studied in this research has never been studied in this school.
- 3) This research will be an addition to the repertoire of knowledge for elementary school teachers at the school as an alternative way of building character through appreciation of fable literary works.

#### b. Research time

This research will be conducted in August 2020 or in the odd semester of the 2020/2021 academic year.

### **Determination of Research Informants**

The research subject is someone who provides information and information that will be referred to as an informant in this study. This study uses criterion-based selection which is based on the assumption that the subject is an actor in the research theme. Researchers in determining research informants used the snow ball model to expand the research subject.

The snow ball technique starts with a small number of subjects and gradually grows to a large number. With this technique, the number of informants who will be the subject will continue to grow according to the needs and fulfillment of information. This study took key informants, namely grade 3 Indonesian teachers at SDN 091320. Furthermore, the data obtained from the key informants was triangulated with data from additional informants, namely the class 3 homeroom teacher and the principal of SDN 091320.

### **Types of Data and Research Methods**

The type of research conducted in this research is qualitative research. Qualitative research is a process of in-depth description of a situation or social reality to be studied. Simply because of this nature, qualitative research does not attempt to test hypotheses or does not make hypotheses as initial assumptions.

According to Whitney (1960:55) the descriptive method is finding facts with the right interpretation. This research studies the problems in society, as well as the procedures that apply in society and certain situations, including relationships, activities, attitudes, views, and ongoing processes and the effects of a phenomenon. .

### **Research Instruments**

#### **a. Observation Instrument**

Observations are used to obtain data on social situations consisting of places, actors and activities. Researchers used guidelines for observing the implementation of character education in schools.

#### **b. Interview Instrument**

Interviews in this study have the goal of obtaining credible data through direct debriefing with informants. Interviews were conducted with grade 3 Indonesian teachers, homeroom teachers and principals of SDN 091320 Raya Tongah. This interview was conducted by asking a number of questions as a key to research in

addition to field observations.

### **Research procedure**

According to Bogdan (Sugiyono, 2006: 334), qualitative data analysis is a process for searching and compiling data systematically, data obtained from interviews, field notes, and other materials, so that it is easy to understand, and the findings can be informed to others .

Miles and Huberman (1992: 15-20) explain that data obtained from various sources, using various data collection techniques (data triangulation), data is carried out continuously until the data is saturated.

The data obtained from the observations will then be processed and analyzed with descriptive qualitative analysis in order to obtain credible research results and can explain the character formation of 3rd grade students at SDN 091320 Raya Tongah through Appreciation of Fable Literary Works.

## **RESULTS AND DISCUSSION**

### **Overview of Public Elementary School 091320 Raya Tongah**

Elementary school 091320 is located in the Raya Tongah area and has a relatively small number of students, for class III it only has 8 students. School starts at 7.15 WIB, the same as elementary schools in general, until it finishes at 12.50 WIB, but ordinary teachers will return after 14.50 WIB after carrying out other activities at school such as checking assignments collected or making teaching materials for the next day as well as holding meetings if necessary .

The teachers are classified as diligent in coming to teach as can be seen from the teacher attendance list data. There are around 7 permanent teachers assigned by the government, 6 class teachers and 1 school principal plus several seconded private teachers. Students are also diligent in coming even though there are not many students overall, but the student attendance list shows that almost every day students come to school and take lessons well.

Access to school can be reached well, it can be reached by various vehicles or even on foot, because some students who do live not far from the school location usually go to school on foot, unless it's raining heavily, students will usually be late or not come to school, but that is very rare.

### **Informant Data**





**Figure 1.**Teacher's photo

**Table 1.** Teacher Identity

Name	Luria Purba, A.MA. Pd. SD
NIP	198512062011012016
Place and date of birth	Pusuk Pardamean, 06 Dec 1970
Age	50 years
Gender	Woman
Position	Class III teacher

Source: Research Results

An informant named Luria Purba served as an Indonesian language teacher/homeroom teacher for class 3 of the 091320 Raya Tongah Elementary School. Mrs. Luria Purba is a teacher who is part of the Civil Servants (PNS) who got a placement at the school.

In teaching, Mrs. Luria Purba prioritizes building student character, as is an issue that has been widely echoed by the government recently. For Mrs. Luria Purba, the morale of the students is much better than the grades they get on the report cards. However, it is indeed better if the students show good morals and values. That is why he is very enthusiastic about educating his students.

The research schedule for Mrs. Luria Purba can be seen in this table:

**Table 2.** Research Schedule Mrs. Luria Purba

No	Day and date	Time	Information
1	Monday, 05 October 2020	08.00 WIB	Observation
2	Saturday, 10 October 2020	13.00 WIB	Observation and Interview
3	Tuesday, 13 October 2020	10.00 WIB	Observation and Documentation

Source: Research Results

**Character Formation of Class 3 Students of Public Elementary School 091320 Raya  
Tongah Through Appreciation of Fable Literary Works**

This research activity was carried out online and offline at the 091320 Raya Tongah State Elementary School (SDN). The research was carried out since October 5, 2020. This research was conducted by conducting interviews with the homeroom teacher of SDN 091320 Raya Tongah, this interview was conducted as an additional form of information to support the results of the research.

Interviews were conducted to obtain credible results because they were carried out directly to the perpetrators of learning activities as class teachers who teach material at school. The questionnaire contains ten questions that are asked and answered directly by the class teacher. Based on the observations of class teachers who were the source of the research, they were very cooperative and did not make it difficult for researchers to conduct their research.

Character value education in schools is not included in the compulsory curriculum, but education that can be integrated into all subjects. School education is one of the intermediaries to then be applied in everyday life.

Character education is an effort made by school personnel to help children understand and implement what and how character values are. Wangid (2010: 174-175) explains, specifically the purpose of character or moral education is to help students to be morally more responsible to become citizens who are more disciplined.

Character education also seeks to encourage students to grow and develop with the competence to think and adhere to moral principles in their lives and have the courage to do the right thing, even when faced with various challenges. For this reason, the emphasis on character education is not limited to the transfer of knowledge about good values, but more than that it reaches out to how these values are embedded and integrated into the totality of thoughts and actions.

Students at Public Elementary School 091320, especially grade 3, receive character education, one of which is from Fables or stories featuring animals as story characters. These animals can think and behave not like humans, fable stories are more popular with students so that moral messages are more efficient to reach or be accepted by children so that they can then be implemented in everyday life.

#### a. Character Values in Fables

As for the results of the teacher's observations which are a source of research, the character values taught from fables include being honest, responsible and a sense of wanting to help and other moral messages. Not all stories are told by the teacher in detail, some teachers allow students to understand what meaning can be taken or emulated from the fable or story being told. Teachers tend to open question and answer rooms, letting students explore a story to be understood and emulated.

#### b. Things That Support the Formation of Character Values

As for the results of the teacher's observation which is a source of research, things that can support the formation of students include, books that contain elements of fables, good communication, real implementation. Grade 3 students of elementary school 091320

tend to prefer an approach through fables, students become active listeners. Then the teacher does not forget to implement how the moral message works, sometimes the teacher opens a question and answer session or asks the children's willingness to appear and then become characters in the story.

### CLOSING

Based on observations, interviews and documentation in the field it was found that:

- a. The character values in the fable that can serve as role models for 091320 Public Elementary School students include: honesty, responsibility as well as an attitude of wanting to help.
- b. The character building of 091320 Raya Tongah Public Elementary School students through appreciation of fable literary works is carried out with a book approach, good communication, and implementation, namely by inviting students to participate in performing and the teacher inviting students to apply what they get from fable stories. they have studied together.

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