

Moral Value in Bedtime Stories *Little Bear Want to Share* Dian Kristiani's Creation

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Abstract

Bedtime stories *Little Bear Want to Share* by Dian Kristiani is a fable that tells the story of a Little Bear who helps Mother Deer because her child is starving. The purpose of this study is to find, identify, and analyze the moral values in the bedtime stories *Little Bear Want to Share* by Dian Kristiani. The research was carried out by *library research* by examining the literature in the form of a bedtime *Little Bear Want to Share* by Dian Kristiani. Data collection techniques are carried out using documentation through reading and taking notes relating to moral values. Data were analyzed by reading, taking notes, classifying, analyzing and concluding. The results of this study are the moral values contained in the bedtime stories by Dian Kristiani, among others: a) Social care, *first*, Aunt Bear's social concern for the Little Bear, *second*, Little Bear's social concern for Mother Deer, *third*, Little Bear's social concern to Aunt Bear, b) Saying thanks, *firstly*, Little Bear thanks Aunt Bear, *second*, Aunt Bear thanks to Little Bear, *thirdly*, Mother Deer thanks Little Bear and c) Empathy, Empathy Little Bear to Mother Deer.

Keywords: Moral values, Bedtime stories *Little Bear Want to Share*

1. Introduction

Moral values need to be introduced to children from an early age so that children have good personalities as provisions for life in the future. Moral values are very important to be taught for the moral development of early childhood. Early age is a golden age, the right age to instil moral values in children. Children need to get stimulation to optimize their golden age. Fairy tales are an effective way to develop moral values in children.

Morals are values and norms that guide a person in regulating his behaviour. In Islam, morality is known as al-akhlaq al-karimah, which is high politeness which is a form of belief in good and bad, appropriate and inappropriate which is reflected in human birth actions. So that moral development is a development related to the rules regarding what should be done in interacting with fellow humans by upholding the value of goodness while living life (Rahman, 2020).

Piaget said that moral development occurs in two stages, namely the stage of moral realism, which is the stage where the child's behaviour is determined by spontaneous or unconscious behaviour rules, and the stage of autonomy morality, which is the stage where the child begins to consider a certain situation related to a moral violation. Characteristics of early childhood moral values include honesty, discipline, social care, empathy, self-control, respect for others, religiosity, gender, democracy, independence, and responsibility (Rahman, 2020).

Storytelling is telling an event that is memorable and contains positive values. Kusumo Priyono explained that storytelling is not only entertaining but also has the main purpose of introducing the environment, instilling noble character, and inviting children to behave positively. Fairy tales contain entertainment and knowledge so they are very liked by children. Storytelling makes the relationship between children and parents or children and teachers closer (Kesumadewi, 2021).

Anti Aarne and Stith Thomson divide fairy tales into four groups, as follows: a) Animal tales, namely fairy tales with animal characters. Animals in fairy tales can talk and have virtuous behaviour like humans, b) Ordinary Fairy tales, namely

fairy tales with human characters that tell about someone's ups and downs, c) Jokes or anecdotes, namely fairy tales that make the listener laugh, d) Fairy tales with formulas, namely a fairy tale whose structure consists of repetition. There are three kinds of fairy tales, namely tales that accumulate a lot (cumulative taro), fairy tales to play with people (catch taro), and fairy tales that have no end (endless taro) (Kesumadewi, 2021).

Previous research that is relevant to this research, namely the research by Sumarni and Musyafa Ali entitled Moral Values of Early Childhood in the Fairy Tale Book of the Main Characters of Early Childhood, Obedience to Religion, shows that the moral values contained in the Fairy Tale Book of the Main Characters of Early Childhood in the Series Obedience to religion include religious values, helping, sharing, honest, responsible, apologizing, love among others, discipline, hard work, friendship, gratitude, enthusiasm, respect and love (Sumarni & Musyafa Ali, 2020).

The fairy tale that researchers will examine for its moral value is the bedtime *Little Bear Want to Share* by Dian Kristiani. Dian Kristiani's bedtime tale is 40 pages long. Published by Cikal Aksara Publisher in 2017. This book contains stories of animals who behave like humans by bringing moral messages and good manners to children (Kristiani, 2017).

2. Research Methods

This research uses library research methods. or *library research* is a data collection technique by conducting a review study of books, literature, notes, and reports that have to do with the problem to be solved (Evanirosa, 2022). The research was conducted by examining the literature in the form of a bedtime *Little Bear Want to Share* by Dian Kristiani. The object of this research is the moral values contained in the bedtime stories *Little Bear Want to Share* by Dian Kristiani. The steps for collecting data on the bedtime *Little Bear Want to Share* Dian Kristiani's creation is 1) Read carefully and thoroughly the bedtime *Little Bear Want to Share* Dian Kristiani's creation, 2) Take notes on the moral values contained in the bedtime *story Little Bear Want to Share* the work of Dian Kristiani, 3) Classifying and analyzing the moral values contained in the bedtime stories *Little Bear Want to Share* the work of Dian Kristiani, 4) Making conclusions from the results of the analysis of the moral values contained in the bedtime stories *Little Bear Want to Share* the work of Dian Kristiani.

3. Results and Discussion

Bedtime stories *Little Bear Want to Share* Dian Kristiani's creation contains stories of animals that behave like humans by bringing moral messages and good manners to children. The moral values that can be taken and taught in early childhood in the fairy tale include:

3.1. Social Care Social

The concern is an attitude and action that wants to always provide help to others in need. Social care makes a person feel what other people are experiencing (Afifah, 2018).

Social care is an attitude that must be owned by every human being because humans are social beings who cannot live alone. Humans have a heart that makes us feel care and compassion for others. The purpose of social care is to alleviate the difficulties experienced by others.

First, Aunt Bear's social care for Little Bear. Aunt Bear's social concern for Little Bear is Aunt Bear's attitude as a social being who wants to give to Little Bear. Aunt Bear gave Little Bear a basket of apples after helping harvest the apples. Aunt Bear was happy to share her apple harvest with Little Bear who had helped her. The attitude of giving apples shows that Aunt Bear has social care for Little Bear. Evidence of Aunt Bear's social care dialogue with Little Bear:

"Aunt Bear gave her a basket of ripe apples."

Second, Little Bear's social concern for Mother Deer. Little Bear's social care for Deer Mother is the Little Bear's attitude as a social being who wants to give to Deer Mother. Little Bear gave Mother Deer a basket of ripe apples for her cubs because Mother Deer was caught in a hunter's trap and could not find food for her cubs. Little Bear felt sorry for the hungry fawns. The attitude of giving apples shows that Little Bear has social care for Mother Deer. Evidence of Little Bear's social care dialogue with Deer Mother:

"Here, Ma'am. These apples are for the fawns only."

Third, Little Bear's social care for Aunt Bear. Little Bear's social care for Aunt Bear is Little Bear's attitude as a social being who wants to help Aunt Bear harvest apples. Little Bear was helping Aunt Bear harvest apples when Aunt Bear invited her to harvest apples.

3.2. Saying thank

You are a simple greeting as a form of appreciating the gift or help of others. Respecting others doesn't have to be expensive. Saying thank you is a very valuable response to appreciate the hard work done by someone (Adawiyah, 2020).

First, Little Bear Says Thanks to Aunt Bear. Little Bear thanked him as a form of appreciation for the gift of a basket of ripe apples. Little Bear was so happy to get a basket of apples that he imagined delicious honey-roasted apples. Evidence of dialogue Little Bear Saying Thank You to Aunt Bear :

As a thank you, Aunt Bear gave her a basket of ripe apples.

"Thank you, Auntie," said Little Bear.

Second, Aunt Bear Says Thanks to Little Bear. Aunt Bear thanked her as a form of appreciation for the help from Little Bear who had helped harvest the apples. Aunt Bear felt grateful to have been helped to harvest the apples so Aunt Bear didn't get tired. Evidence of Aunt Bear's dialogue Thanking Little Bear:

"You're welcome. Thank you for helping," said Aunt Bear. Third, Mother Deer Says Thank You to Little Bear. Mother Deer expressed her gratitude as a form of appreciation for the assistance from Little Bear who had given a basket of apples to her hungry cubs. Mother Deer was very grateful for the apple given by the Little Bear so that she was able to cope with her hungry cubs. Evidence of the dialogue Mother Deer Saying Thank You to Little Bear:

"Thank you, Little Bear. These apples mean a lot to us. We thank you for your kindness," Mother Deer kept thanking her.

3.3. Empathy

Empathy is a person's ability to put himself in someone else's shoes and feel what other people are going through. Empathy makes a person feel himself in someone else's shoes, see with his eyes what he is seeing, and feel with his heart. This is done spontaneously without intention (Pink, 2019).

Little Bear's Empathy for Mother Deer. Little Bear felt himself in the shoes of a fawn and understood what it was like to be a hungry fawn. Mother Deer's leg was injured, caught in the traps of the hunters. Mother Deer cannot find food for her cubs. So, Mother Deer cried because her children were starving. Little Bear sacrificed himself not to eat apples for the hungry fawns because the fawns needed food more than he did. Evidence of Little Bear's empathetic dialogue with Mother Deer: Little Bear looked at the faces of the three fawns, then glanced at his apple basket.

"Give ... no ... give ... no ...," his heart wavered. He felt sorry for the deer family, but he also wanted to eat a baked apple with honey! However, Little Bear finally thought, the deer family needed these apples more. "I still have other food at home," he said to himself.

"Here, ma'am. These apples are for the fawns only." Little Bear held out his apple basket.

"Thank you, Little Bear. These apples mean a lot to us. We thank you for your kindness," Mother Deer kept thanking her.

Little Bear was happy, even though this meant he couldn't eat honey-roasted apples. For him, helping other creatures who are in trouble, is much more fun.

4. Conclusion

The results of this study indicate that the bedtime stories *Little Bear Want to Share* by Dian Kristiani contains moral values that can be taught in early childhood. The moral values contained in the bedtime stories *Little Bear Want to Share* Dian Kristiani's creation include a) Social care, *first*, Aunt Bear's social concern for Little Bear, *second*, Little Bear's social concern for Mother Deer, *third*, Little Bear's social concern for Aunt Bear, b) Saying thanks, *first*, Little Bear thanks Aunt Bear, *second*, Aunt Bear thanks Little Bear, *third*, Mother Deer thanks Little Bear and c) Empathy, Empathy Little Bear to Mother Deer.

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