

Analysis of Character Values in Fair Book and Children's Story Books

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Abstract

Instilling character values in early childhood is very important to be carried out since children begin to grow and develop so that when children begin to know our environment as parents or educators, we can instill character education in various ways and methods that we know, such as habituation, example, storytelling or tell children about the character values we want them to have. In fairy tales or children's stories there are many character values that need to be owned by children. Why with fairy tales or stories? Because with fairy tales or stories, children will feel enthusiastic about listening, feel interested and happy to follow the storyline so that we can easily insert the character values that we want can be absorbed by children which in the end they will naturally have these characters. The purpose of this research is to find out the extent to which character values can be instilled in early childhood through fairy tales and stories. This study uses the literature review method on fairy tale books as the object of our research.

Keywords: Character Values, Early Childhood, Fairy Tales and Stories

1. Introduction

Culture in Indonesia is very diverse, some are in the form of literature and also in the form of local culture. Culture in the form of literature there is also oral literature and also written literature, while in the form of local culture it can be in the form of dance or historical objects that exist in certain areas. In this case the researcher wants to present Indonesian culture in the form of oral literature called speech literature in which there are original values and traditions of the Indonesian people.

Oral literature is literature that is conveyed orally from generation to generation. The type of oral literature that grew and is still present among the people, but its existence is starting to be forgotten because of the times that are increasingly forgetting existing traditions, this is due to the lack of literary successors and the lack of willingness to recognize stories that contain noble values.

The problem that the author wants to convey in this study is to see how the values of character education in fairy tales and children's story books can be introduced and instilled in early childhood.

Children at the age of 0-6 years are unique individuals because they have very high imagination power. They are also growing very rapidly so they really need special attention in each of their growth and development so that nothing is missed. We must be willing to try to teach children the value of character that must be possessed by children both through habituation and example. This study also aims to see and describe the values of character education that exist in fairy tales and children's story books can be instilled in early childhood.

According to Zubaidi (2011) quoted by Intan Maharani et al, character education is a conscious effort in realizing goodness, namely good human qualities.

The purpose of good character education will be able to stimulate early childhood to be willing and able to carry out good values in the form of behavior or action. The cultivation of children's character values can be obtained at school or in the family through daily habituation and example and can also be in the form of fairy tales or children's stories.

It is contained in Law No. 20 of 2003 concerning the National Education system, especially Article 3 which contains the function of national education in developing abilities, shaping character and building a dignified nation's civilization. about

juvenile delinquency, corruption cases, theft of fake news, murder and many other incidents. This happens because of a lack of understanding of character values that should be learned and practiced by children both at school and in the family.

Families play a very important role in inculcating children's character values at home, as well as in schools it is necessary to provide an understanding of the importance of children's character education which in this case can be carried out through habituation and example in activities at school and at home. There are many methods that can be used to instill character values, including storytelling, habituation and exemplary methods. In this study, the author wants to explain about the cultivation of character values by storytelling. Why storytelling? Because the world of children is a world of play which is basically fun and fairy tales are fun for children.

Runi et al in their quote Fitroh (2015) say that it is necessary to instill character values in children in PAUD institutions that can lead to the values of character and morals of children. According to Lubis (2020) storytelling is one of the practical ways in an effort to instill character values in children because children can absorb character values from the characters in the fairy tales and this will leave an imprint on children until they become adults.

Fairy tales are stories that don't really happen and often don't make sense, fairy tales are only imaginative which aims to entertain, but they contain moral values that really need to be introduced and instilled in early childhood. Fully carry out the formation of student character values. Learning is only centered on the teacher (Teacher Center) i.e

Their learning orientation is only on results and pay less attention to the process of learning activities. In this case, students are conditioned in a passive attitude, an attitude that is ready to receive knowledge lessons rather than behavioral attitudes and skills. So it can be concluded that the steps for inculcating character values are not only taught but also need to be developed through habituation and example.

Research on character values has been carried out by several people, including by Rahma (2018), Ernawati (2017), Raminem (2018), Putri (2016) Liestianah (2016) and also by Intan Maharani et al (2022).

Based on research subjects from previous researchers and what researchers are doing now, there are differences and similarities, namely that researchers who discuss the contents of fairy tale books or books about character education have been carried out by Rahma, Ernawati, Raminem, liestianah, they discuss the contents of the book, while daughter in the study discusses the subject of intensive reading.

In this study, the author examines books containing fairy tales and children's stories, namely there are 3 books that the author uses in finding character values that can be introduced and instilled in early childhood the disobedient child by Filyan and Gibran and a collection of exemplary fairy tales by Nurul Ihsan are fairy tale books and story books that contain character values that can be introduced and taught to children, these books are presented in simple and imaginative language which will certainly make it easier children in understanding the contents of the book.

It is necessary to know about what is meant by character values and what the contents of fairy tales and children's story books are like in which they can introduce and instill the character of early childhood.

1.1. Character Values

Darmiyati Zuchdi, et al. (2015: 3) explains practically, character education is a system of inculcating behavioral values (character) to school members which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality, so that they become complete human beings. Therefore, character as values that can be accepted by society requires an inculcation system to be attached to humans so that they can behave commendably.

Human belief in a truth and is considered valuable is a certain value (Paramanik, 2017) while ideas or characteristics of individual behavior are called with Character, so that the meaning of character values are ideas or behavioral characteristics that are believed to have good values and can shape individual behavior for the better.

Forming individuals with character is the hope of a nation where at present there are still many who do not have ethics in their lives, as for the character values that can be taught and instilled in children which are contained in the national education system, there are 18 character values, namely the values of honesty, independence, responsibility, religious, hard work, tolerance, creative, curiosity, democratic, love the homeland, communicative, appreciate, love to read, care for the environment, empathy, discipline, love peace, and the spirit of nationalism. From these character values, it is hoped that children will be able to have a moral and ethical personality.

According to Ratna Megawangi in the book *9 Pillars of Character and Learning Patterns*, it is stated that Moral is a person's knowledge and understanding of good or bad values. and one of the morals or characters that can be introduced to children is to build values of etiquette so that adab becomes a basic trait in early childhood. According to Megawangi, character values or morals are peace-loving, responsible, honest, kind and humble, respectful, polite and a just and good leader.

1.2. Fairy Tales and Stories

According to Heru Kurniawan in his book *Creative storytelling for children's multiple intelligences* states that the world of children is a world of imagination and here fairy tales and stories are imaginative fictitious worlds that provide various appropriate values to improve children's development both in the development of Religious Education, social emotional, artistic, language and intellectual development of early childhood. Through fairy tales and stories, children will gain

knowledge, understanding, and enjoyable entertainment. Fairy tales are both entertainment and entertaining in nature which contain the delivery of messages or advice which is certainly beneficial for those who read or listen to them (Khomsiyatun, Umi and Supriyono, 2019).

Fairy tales are an imaginary story in which it contains a series of events whose characters exist only in the author's imagination. This fairy tale does not really happen which is hereditary from time to time.

According to Collin (Isbel, et al, 2004) said that storytelling has many benefits, especially in instilling education in children. Fairy tales contain a framework of thinking concepts so that storytelling can shape children's experiences. According to Ahyani, the fairy tale method is considered a tool to form a child's moral personality because through fairy tales children will learn various emotions and character values that exist in the fairy tale characters in the fairy tale. . The purpose of planting children's characters through fairy tales or stories will make it easier for parents or teachers to instill character values that they want to form from the child's personality.

2. Research Methods

The research model that the researcher uses is the descriptive textual method, namely by describing the contents of the writings in fairy tales and children's story books. The object of the research is the value of character education in fairy tales and story books, the book of 30 bedtime stories by Jajak MD and the book of the legend of Malin Kundang the rebellious child by Filyan and Gibran and a collection of exemplary fairy tales by Nurul Ihsan.

The data collection that the researcher did was by using a literature review system with sources relevant to the research, referring to Google Scholar in several journals relevant to this research.

2.1. Researchers perform several stages, namely:

- a. Record identified searching is a search for various journals carried out by referring to relevant data, namely google scholar
- b. Record year screened, here the researcher limits the publication year of the journal, only journals published above the 2000s
- c. Record Screened Title, which is only taking the title that matches the topic of discussion
- d. Studies Included in Qualitative is the selection of these journals for final review.

This research is focused on the intrinsic elements of fairy tales and story books (themes, characters and characterizations, setting, storyline), the value of the characters contained in the book.

The sources of data that we use in this research are the contents of story books and fairy tales in the fairy tale books and story books that we took in the research. Data collection techniques used in the study were library techniques, listening techniques, note-taking techniques.

2.2. The steps that researchers take in data collection are by:

Looking for sources in the form of stories and fairy tales in story books and books

- a. Fairy tales by reading the book.
- b. Identifying data in the form of intrinsic elements, the value of character education contained in the story books and fairy tales.
- c. Grouping the data according to their respective data groups.
- d. Record the data obtained in accordance with the object of research after reading the books.
- e. Analyze the contents of fairy tales and story books about the character values contained in the book.
- f. The researcher draws conclusions from the contents of the story books and fairy tale books about the values of what characters are in the story books and fairy tale books that the researchers have read.

3. Results and Discussion

The types of fairy tales are divided into several groups, including:

3.1. Myth

In terms of the Big Indonesian Dictionary, myth is a myth. The term myth means a story in a country that involves heroes and gods containing elements about the origin of nature, humans, seta, ghosts and spirits. For example: Joko tingkir, nyi roro kidul, ciung winara.

3.2. Legend

A fairy tale is a story that tells about a place or city itself with unholy or sacred elements, and the truth is not yet known. For example: Sewu Temple and Perambanan Temple which are told through Lake Toba and Roro Jonggrang. Tangkuban Perahu is a fairy tale that tells the story of Sangkuriang.

3.3. Sage

According to sari in the 2007 Indonesian book, sage is a fairy tale that tells about history. Sage is a story that contains historical elements, but it is still difficult to believe its authenticity because its historical elements contain elements of fantasy. For example: Raden Kian Santang, Jaka continued and Jaka left.

3.4. Fable

Fable is a fairy tale that tells about the life of animals. In this fable, animal characters are the main role as the story material. For example: the mouse deer stole the cucumber, the monkey stole the banana, the cat and the mouse, and so on.

3.5. Parable

According to the Big Indonesian Dictionary, Parable is a fairy tale that tells about religion or religion. This fairy tale contains an educational story. For example: a thief kundang who was cursed to be a stone for disobedience to his mother.

3.6. The fairy tale of the founder

This fairy tale is a fairy tale that tells about silliness that causes laughter. It contains a witty story that tells about the behavior of someone whose behavior makes you laugh. For example: the kabayan, semar and bagong, and petruk.

Description of Character Values in Fairy Tale Books The meaning contained in each fairy tale book is different from one book, the title of the story, it will also have different meanings for children. Researchers choose books with character values in each subtitle and researchers will analyze and look for character values from these books.

- a. The value of the character of honesty in the book of 30 bedtime tales The subtitle "The honesty of a traveler" is on pages 18-20. In this fairy tale tells about the honesty of a traveler but there are people who have evil intentions to him so that he is slandered for stealing gold jewelry which he ends up with captured and detained by the palace troops and imprisoned, but there is a story about the king's daughter who was sick from being bitten by a snake and there was a contest that anyone who could resuscitate the king's daughter would be rewarded, finally the traveler was able to wake the king's daughter because coincidentally the snake that pecked the king's daughter was a wanderer's friend who once helped by a traveler and wanted to return the favor, so the snake told how to resuscitate the king's daughter from her illness. And finally in a way that his friend snake had told him he could wake up the king's daughter and be rewarded with being released from prison and given a job by the king.
- b. The character value contained in the subtitle "honesty of a traveler" is the value of the honest character. Honesty is a good and commendable attitude and behavior because they want to act honestly and as they are, don't lie, let alone do evil / cunning and can be trusted in words and actions.

According to David Chairilsyah (2016) Honesty is a very important basic life value that must be introduced and taught to children from an early age. Teaching children to say, act and behave honestly will be a very useful lesson for later life. There is a saying that honesty is the currency that applies in any country. Proverbs like this must be introduced to children from an early age. Because the cultivation of knowledge from an early age will generally tend to be more easily absorbed by children and instilled until they are adults so that it becomes a good habit.

The value of religious character and social care in the book about the legend of Malin Kundang the son of disobedience. In the story of Malin Kundang, an ungodly child is told the story of a child who originally lived in misery with his mother, he went abroad to become a successful and wealthy person, but when he met his mother he did not want to admit because he was ashamed to have a very poor mother so he kicked his mother out. Finally, because of sadness, his mother prayed to Allah so that her disobedient son would be taught a lesson by being made a stone because he had disobeyed his mother.

The character values contained in this story are that we should not be rude, speak harshly, insult and even be disobedient to our parents, especially to mothers, and also the value of social care because we must be willing to do good to anyone regardless of rich or poor.

In the Qur'an it has been stated that we must always do good, obey our parents because they are the ones who have bestowed love on us since we were still in the womb. We must not say rude and do not good to our parents

In QS Al Isra: 23 it is conveyed: "If one of them or both of them reaches old age in your care, So don't ever say to them the word "ah" and don't yell them and speak to them glorious words"

The value of friendly and communicative characters in the story book of the legend of Malin Kundang. The subtitle "Friendship of parrots and parrots," is on pages 103-105.

In this story tells the life of a parrot and parrot who, they are two friends who understand each other. They always do things together and help each other in their activities, and when one of them makes a mistake then they can forgive each other no one holds a grudge.

The value of the character of this story is that in friendship, mutual attention, mutual understanding and mutual love and care are needed so that a lasting friendship will be created.

- c. The value of the character of hard work in a collection of exemplary fairy tales with subtitles Due to complaining is on page 7.

In a collection of exemplary fairy tales, it is narrated that there was a donkey who was raised by a very kind farmer, but the donkey was so lazy to work that the donkey was sold to a leather merchant. After working for a leather merchant, he was

treated harshly, liked to be whipped and also ordered to work hard, because he was lazy, the donkey was sold again to the coal worker there.

The character value of this story is that we want to do every job well, not lazy and not wasting the existing circumstances.

- d. The value of the characters loving each other in a collection of exemplary fairy tales The subtitle "love of brothers and sisters," is on page 16.

In this story tells the lives of brothers and sisters who love each other, they always want to share and always do good to each other.

The character value of this story is to always maintain love and help each other because we are social beings who always need other people whenever and wherever, so we must always do good to anyone, especially to our brothers and sisters.

4. Conclusion

Character education is a system of recognizing and inculcating the values of good behavior to people, which in this case is to early childhood which includes components of knowledge, understanding and awareness or willingness, as well as actions to implement these values, both towards God. The Almighty, oneself, fellow creatures and to the environment, so that they become a complete human being. Therefore, character as values that can be accepted by society requires an inculcation system so that it is attached to humans so that they can behave commendably.

Character values that can be introduced and instilled in early childhood in fairy tales and story books that researchers read and can analyze are:

1. Honesty is a very important basic life value that must be introduced and taught to children from an early age. Teaching children to say, act and behave honestly will be a very useful lesson for later life.
2. The value of our character is recommended by religion in the Qur'an that we must always do good to everyone, especially we must be obedient and do good to our parents, we must not be rude, say rude, insult and even be disobedient to our parents, especially to mothers.
3. Value of socially caring character, we must always be able to place ourselves where we live, we must not be arrogant, evil and apathetic towards the environment we live in. We must be willing to do good to anyone regardless of rich or poor.
4. The value of friendly and communicative character in friendship is very necessary for mutual attention, mutual understanding and also mutual honing and nurturing so that a lasting friendship will be created.
5. The value of the character of hard work is that we want to do every job well, not lazy and not wasting time and circumstances.
6. The value of the character of loving each other is to always maintain love and help each other because we are social beings who always need others whenever and wherever, so we must always do good to anyone, especially to our brothers and sisters.

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