

The Use of Indonesian Literature Learning as Character Building for Early Children

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Abstract

This study aims to introduce learning Indonesian literature from an early age. The research method used using the method of literature review (*library research*). This research based on various previous research result and collects several opinions from experts in the field of early childhood. With the study of Indonesia, literature it is hoped that early childhood will be able to grow and develop into children who have strong characters, are cultured, are independent, are able to express, themselves through their thoughts well, have broad insight, are critical, responsible, are refined with good manners, and have polite and well-mannared character. Learning Indonesian literature must be advanced through formal education and non-formal education. In learning Indonesia literature there is a connection, because both need and complement each other. It has the characteristics of language in Indonesian literature, namely the aesthetic aspect.

Keywords: *Indonesian Literature Learning, Character Building, Early Childhood*

1. Introduction

Early childhood is a "little human being" who has a unique character to be developed optimally by the surrounding environment by using quality and good education by parents, teachers and the community. The development of this educational character can be carried out through interaction activities using lecture and question and answer methods, discussions, audio-visual and content analysis.[1] Parents have an important role and have a great responsibility in terms of educating children to form a good and intelligent character. The success of early childhood is the first foothold for success for the next level of education. Early age is a golden period, which means that at that time getting a proper and appropriate education, children will get good learning readiness in their learning success to prepare for the future that will come.[2] In the PAUD world, of course, you are no stranger to learning literature. This of course has something to do with national education as a whole. Because learning literature is learning related to language. The better the child's vocabulary in language, the better it is in conveying ideas to others. In this case language culture will also help a child get to know himself, his culture and the culture of other people, and express his ideas.[3]

The existence of the role of parents and teachers is very influential in character education which also includes learning that is oriented towards higher-order thinking skills. The teacher has a role in preparing learning as well as supporting infrastructure to be able to do critical thinking and carry out logical analysis. Related to literary works, the formation of early childhood characters also provides opportunities to learn about life narratives that exist in both good and bad characters, and have strengths or weaknesses.[4] Learning Indonesian literature creates a positive impact, namely the development of taste, creativity and initiative. Age 5-6 years is the right age to instill character values that can be applied in their daily lives until the next adult age.[5] Of course, in this case, in preparing a lesson plan, it is arranged to provide direction in preparing activities that are in accordance with the

capacity of the child's abilities. The point is, the teacher does the preparation of learning Indonesian literature must be adjusted to how far the child's language skills are in carrying out communication activities.[6]

Based on previous research owned by (Firman, Rachmy, 2022) explains that the formation of the character and national identity of the Indonesian nation can be started at an early age both in the surrounding environment, then continued in school and finally developed in the community. That through the activities of reading stories contained in children's literary works in the form of stories from the main character can give a moral message to children so that they can form positive characters in children. This is because in the process of reading traditional literature it gives children lessons about discipline, honesty, responsibility, and so on. Through the story an understanding will be formed and then the child's internalization process. Children want to behave and behave as story characters who become heroes. Reading traditional literature can be used by educators and parents to create interesting learning for the formation of positive character from within the child. From this it can be seen that the activity of reading traditional literary stories can form a positive character from within the children in the Podosugih village by utilizing the reading garden in the village.[7]

2. Research Methods

This research method uses library research (library research), which is a method of collecting data by understanding and studying theories from various literature related to research. According to Zed (2004) there are four stages of literature study, namely preparing the necessary equipment, preparing a work bibliography, organizing time and reading and recording research material. Data collection by finding sources and constructing from various sources such as books, journals, and existing research. The analytical method uses content analysis and descriptive analysis. Library materials obtained from various references are critically and in-depth analyzed in order to support propositions and ideas.[8]

3. Results and Discussion

With language people can: become cultured social beings, form good personalities, become private beings, become citizens, and to understand and participate in the process of community development, for the present and the future. The process of learning Indonesian literature demands optimization not only in the material aspect, but also in the aspect of using learning methods and techniques in class. Rivers (1987) states that the teaching and learning process requires adequate interaction which is an absolute requirement for the development of optimal language learning.[9] In an effort to realize the formation of the character of early childhood, the newest curriculum is not made, but it is sufficiently integrated in daily learning, including in the Indonesian language taught by teachers in their institutions.[10] Literature learning plays an important and essential role in the formation of a child's personality. Literature educates children through stories, advice, satire, prohibitions, and other means, so that it functions as a means of education. Basically literature is seen as an investment in the future of mankind, an investment in civilization. Teachers can share with students the exemplary qualities exhibited by character.[11]

4. Conclusion

Character building can be done in Early Childhood Education institutions through learning Indonesian literature. The focus of learning Indonesian literature is to make teachers aware that the character, psychological, cognitive, emotional, and experiential development of their students is different from that of adult humans. Teachers must carefully read the literature teaching materials that will be distributed to young children before selecting them for use in the classroom. The content of teaching materials must include character education. Learning strategies should be developed as imaginatively as possible to foster a conducive learning environment and make the learning process interesting. Ages 5-6 years in Early Childhood Education are ideal for instilling character values in their daily lives. Character development through learning Indonesian literature can be carried out using learning methods, teaching materials, and learning strategies.

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