LITERATURE FOR CHARACTER BUILDING: WHAT TO TEACH AND HOW ACCORDING TO RECENT RESEARCH

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Abstract
Character building should be a priority in education. By conducting a systematic review of relevant sources, the present study argues that literature can be used as a medium to develop students' characters. This study employs George's model of library research to synthesize arguments and results of previous studies on genres used in character education, the method used while using literature for building characters, the values identified in the literary texts used, and the challenges faced during the implementation of literature for building students' characters. The data sources are chosen from reputable international and accredited national journals. They were then closely read and synthesized to answer the research questions. It is revealed that the genres used by the previous studies for building character values are novels, short stories, children's stories, films, poetry, folklores, and textbooks. In the previous study, the methods used for building characters using literature are storytelling, puppet-mediated storytelling, reading comprehension, literature-based instruction, and group discussion. The values identified by these previous studies as teachable through literature are religious, honest, tolerant, disciplined, hardworking, creative, autonomous, democratic, nationalism, patriotism, curious, appreciative, communicative, peace-loving, bibliophilic, environmental awareness, social awareness, and responsible. The challenges faced in using literature for character building are authentic material, time constraints, students' and teachers' attitudes, proficiency, and critical thinking ability. Thus, the present study recommends using literature for building characters while urging teachers and researchers to find alternatives to cope with the challenges through continuous innovations and research.

Key Words: character education, character building, challenges, literature

INTRODUCTION

A character is "a reliable inner disposition to respond to situations in a morally good way" (Lickona, 1991). Lickona (1991) argues that to be morally good consists of three interrelated aspects: moral knowing, moral feeling, and moral behavior. Schools, teachers, and adults around children are influential in building children's characters (Aghni et al., 2020; Permana et al., 2018). Schools and teachers help students develop their cognitive ability and build strong reasoning why they need to act in specific ways, helping them be more responsible young adults (Permana et al., 2018). In more informal

education contexts, children learn from models around them, be it natural persons or fictional and imaginary characters in stories and works of literature (Abrams, 1999; Aghni et al., 2020).

Literature is defined as a cultural product that comprises any work containing creative imagination, whether written or oral, and embodies a series of human values, emotions, actions, and humanity sense (Bressler, 2011; Meyer, 2018). Literature imitates reality resulting in a reflection of life, which affects the readers as the audience (Abrams, 1999; Blangsinga et al., 2021). Thus, education can also be reflected in literature, and literature can be used to teach character education to the students (Aghni et al., 2020; Agustin et al., 2020; Amaruddin et al., 2020; Istiharoh & Indartono, 2019; Novianti, 2017; Rahmawati & Liliani, 2019). Moreover, in the 21st Century, the rapid growth of digital technology has rendered it dematerialized, demonetized, and democratized (Diamandis & Kotler, 2012). It means it is now very affordable for people to use digital technology in their daily lives, including how students learn (Trilling & Fadel, 2009). It opens the possibility of using digital technology for spreading literature that contains character values among children.

The present study observed the interconnectedness of literature, character education, and the use of technology for sharing literature. Thus, the present study aimed at critically mapping 1) the genres of literature that have been shown to contain character education values, 2) the methods used to develop students' character by utilizing literary work, 3) the values developed by using literature, and 4) the challenges in fostering character education through literature. This study will provide a comprehensive summary of the literary genres used in teaching character education and the values learned from these literary works. The results of this study may help teachers and parents decide which genre they wish to recommend to their students for their reading enjoyment. For other researchers, this comprehensive summary may serve as an empirical review that opens up ideas for various studies on the use of literary works for character education. It can also provide a framework for

children's story writers to integrate different character education values into their works.

METHOD

This study follows George's (2008) library research methodology involving nine steps, as adapted by Ariantini et al. (2021), into a qualitative model. The investigation began with selecting a general topic, namely literature and character education. The second step was brainstorming to narrow down the definition and function of literature and review what values can be improved through literature. The third step was formulating the research questions and designing the research; thus, George (2008) was chosen as the research model.

The fifth step was determining the data sources, namely articles collected from databases and referencing tools such as Google Scholar, ERIC, Science Direct, and Semantic Scholar. The chosen pieces were published in reputable international journals and nationally accredited journals indexed by Science and Technology Index (SINTA) from 2015 to 2021. The keyword used for searching the articles were "character education using literature," "character building through literary works," and "challenges in using literature."

A review was conducted in the sixth step to assess the suitability of the collected articles with the research questions. The seventh step summarized the articles regarding the discussed genres, methods used, the values included, and the challenges faced in those previous studies. Those summaries underwent a critical evaluation to synthesize articles sharing similar opinions on the eighth step. The next step was elaborating the synthesis was then used to draw a conclusion. The tenth step included drafting and developing the research report and revising it based on the reviews it received.

FINDINGS AND DISCUSSION
Genres of literature for developing students' character

From the review conducted on the previous studies, seven genres are used to build character, namely novels, short stories, children's stories, films, poetry, folklores, and textbooks.

Novels have been argued to contain values of character education. Novianti (2017) uses bildungsroman, or coming-of-age novels, to foster character education. Aghni et al. (2020) propose that children's story is an excellent strategy to be applied in the EFL classroom to promote character education. In the same light, Suwastini, Asri, et al. (2020) and Suwastini, Banjar, et al. (2020) focus on values reflected in novels introduced in EFL classrooms. Nurgiyantoro & Efendi (2017) use Indonesian novels entitled *Hanoman: Mute End of a Great War*, *The Dark of Gatotkaca: a Novel of a Hero of Quietness*, *Amba*, *Going Home*, *Rahvayana: I Lala for You*, *Rahvayana: There is that is not There*, and *The Mrs 2: the Hidden Earth*. Rahmawati & Liliani (2019) use a novel entitled *Mengejar-ngejar Mimpi* by Dedi Padiku to find its educational values and relevance for Indonesian Language Learning material. Widyahening & Nugraheni (2016) believe in combining Indonesian and English novels for fostering students' characters, such as *Ave Maria* by Idrus, *Katak Hendak Jadi Lembu* by Nur Sultan Iskandar, *Laskar Pelangi* by Andrea Hirata, *Uncle's Tom Cabin* by Harriet Beecher, *The Adventure of Tom Sawyer* by Mark Twain, and *Harry Potter* written by J.K. Rowling.

Short stories are argued to benefit children's education (Widyahening & Wardhani, 2016). Hariyanti & Sudjito (2018) use short stories like *Atheis* by Achdiat K. Mihardja and *Belenggu* by Armyn Pane to teach students character education. Nurgiyantoro & Efendi (2017) use short stories, such as *Drupadi* by Putu Fajar Arcana, *Nine Semar* and *Drupadi Dies* by Sena Gumira Ajidarma, *Cakil* by Tjahjono Widijanto, *Ending* by Tjahjono Widijanto, and *Bagong to be King* by Agus Fahri Husein in their research about character education. Syafi'i (2016) resorts to online short stories like *The Lucky Seed*, *Eric the Engine*, and *Dinosaur Dig* in their studies.

Related to the development of technology, film appreciation can be used to foster character education. Hariyanti & Sudjito (2018) argue that film-based material, like *Laskar Pelangi*, can be used in teaching character values. Hutapea & Suwastini (2019)

take sides with independent films as media for building students' character. Muzaki (2016) and Nugrahani (2017) use films adapted from Indonesian novels to teach character education, namely *Laskar Pelangi*, *Sang Pencerah*, *Ayat-Ayat Cinta*, *Tanah Surga*, *Perempuan Berkalung Sorban*, and *Negeri 5 Menara*. Meanwhile, Suwastini, Lasmawan, et al. (2020), and Utami et al. (2020) choose to focus on a children's film from an original script from Disney, *Finding Dory*, as their research subject on character education.

Poetry has also been studied concerning character education. Hariyanti & Sudjito (2018) suggest that teachers use Anne Bradstreet's poems, Robert Frost's *Fire and Ice*, and Taufiq Ismail's poems as media to build characters among students. Muassomah et al. (2020) implement poems from Indonesian poet Chairil Anwar to instill good values among school children. Trisnawati et al. (2017) analyze a poem by Emily Dickinson entitled *I Heard a Fly Buzz When I Died* to shed insights about hope and persistence.

Folklores have also been used as research objects regarding the local wisdom within. Amaruddin et al. (2020) use the Legend of Sunan Muria in class to instill character values. Halimah et al. (2020) promote Indonesian traditional puppet shows as a medium for building characters among the audience, using folk literature *Mahabrata* as the source story. Umaya et al. (2016) use the myth of Malin Kundang in their study, while Rahman (2017) studied various fairy tales from South Sulawesi in his research. Likewise, Widyahening & Nugraheni (2016) use folklores from different parts of Indonesia for raising students' characters.

Textbooks are also part of literature which may contain various reading materials from multiple sources, including literary texts and folklores. Islami (2016) argues that textbooks should include character values, while Blangsinga et al. (2021) argue that narrative texts in textbooks can raise awareness about gender equality. Unsriana & Ningrum (2018) insist that the Japanese elementary school textbook entitled *Watashitachi no Doutoku* is instrumental in

building characters among children in Japan. On the other hand, Agustin et al. (2020) identify various character values in civic education textbooks for junior high school students in Indonesia.

The previous studies confirm that literary works play essential roles in instilling character values among students. The broad spectrum of literary genres used by these studies implies that literature can be used as a medium for building characters in an interdisciplinary manner (Hariyanti & Sudjito, 2018).

Methods used in implementing literature to develop students' character

Some of the studies investigated in this review elaborate on the method they used in using literature for building characters among students. They argue that literature can be used for character building through storytelling, puppet show, reading comprehension method, literature-based instruction, and group discussion.

Storytelling is very practical when literature is used to pass down character values to children. It can be done without text, where the storyteller just tells the story, or it can be performed in a manner of reading aloud (Gurdon, 2019; Senawati et al., 2021). Storytelling can be equipped with improvisations to make the process more interesting (Halimah et al., 2020; Istiharoh & Indartono, 2019). Storytelling is entertaining and engaging because the presence of the storytellers provides an ongoing assessment of the process, allowing the storytellers to modify the story according to the student's readiness and interests (Senawati et al., 2021). The storyteller can make the story more exciting or straightforward depending on the children's age. The teacher can pause during the process to let the children immerse in their imagination of the story (Senawati et al., 2021). Folklores and children's stories are commonly used in storytelling (Rahman, 2017; Senawati et al., 2021).

The puppet show is recommended by Halimah et al. (2020) to deliver literature containing character values among Indonesian students. It is considered an effective way to shape the students' characters because the puppets can engage their attention during the storytelling. Because Indonesian puppet shows are mainly inspired by the *Mahabharata* and *Ramayana* epics, most Indonesian students are familiar with the characters and the primary storyline. This familiarity will add to the students' readiness in comprehending the story, facilitating the immersion of educational values into the students' repertoire. Moreover, the two epics have been widely adapted to contain moral and religious values (Nurgiyantoro & Efendi, 2017).

Another method is using the reading comprehension method. According to Elihami (2017), reading is an "inter-energetic progression between the reader and the text, resulting in the judgment, the text in attendance, correspondence, words, sentences, and paragraphs that predetermine meaning." The reading materials for reading comprehension can be derived from many sources such as textbooks, storybooks, short stories, magazines, and the internet (Elihami, 2017; Islami, 2016; Syafii, 2018). Online Short Stories is an excellent medium that can be used in the classroom since it contains images, sound, and quizzes (Syafii, 2018). Using literary texts as reading material can engage and motivate the students to read more while instilling character values entertainingly (Agustin et al., 2020; Muassomah et al., 2020).

The following method is a critical reading of literary texts usually conducted in literature-based instructions. It is the form of instruction in which authors' original narrative and expository works are used as the core for interactions to help children's literacy development (Muzaki, 2016). According to Muzaki (2016), the tasks carried out by literature are similar to what children and adults would do while reading and listening to any successful book. It is natural if someone talks about a good book after they have finished it, but it will not be natural if that person needs to answer ten questions related to that book. The teacher's position would shift as she prepares and facilitates authentic learning opportunities (Nugrahani, 2017;

Muzaki, 2016). By designing the proper teaching procedure, the students will be able to find the characters' personalities and the values in the literature used to apply what they have got in their daily lives. Besides, the chosen authentic literary materials can improve students' motivation, and their learning outcomes can be valid, practical, and effective (Nugrahani, 2017).

The last method mentioned in the reviewed articles is group discussion. According to Aghni et al. (2020), group discussion on literature effectively builds characters in the classroom. This method allows students to share their opinions about what happens in the story, why the characters did what they did, and what better alternatives should have been conducted by the characters when they have better personalities. This discussion will force the students to respond to the story critically and influence them to adopt more solid moral values in their judgments. Aghni et al. (2020) argue that the process will establish stronger character values in the students.

Previous studies have argued that storytelling and puppet-mediated storytelling are recommended to deliver character education to students, especially younger ones. The reading comprehension method may be more appropriate in a more mature classroom because the students have to read the literary texts before answering comprehension questions. Literature-based instruction is recommended for language and literature classrooms, where character education is delivered through literature subjects. In addition, group discussion can instill educational character values in the school.

Values developed by using literature

Lickona recommends honesty, compassion, courage, kindness, self-control, cooperation, diligence, and hard work as the central values to be instilled among children (Lickona, 1991; Lickona & Roosevelt, 1993; Lickona, 2004; Istiharoh & Indartono, 2019). Meanwhile, the Indonesian Ministry of National Education (2010) recommends

eighteen values to be developed among children, namely religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalism, patriotism, appreciative, communicative, peace-loving, bibliophilic, environmental awareness, and responsibility. The article reviewed in this study identified these eighteen values as part of the literary texts analyzed or implemented in the teaching-learning process.

Indonesian place firm emphasis on religious character because every Indonesian should believe in God (Ministry of National Education, 2010). Thus, many studies aimed at identifying or building religious characters among students (Aghni et al., 2020; Agustin et al., 2020; Amaruddin et al., 2020; Hariyanti & Sudjito, 2018; Muassomah et al., 2020; Novianti, 2017). Religious value is related to the system that regulates the faith and worship of God. In Indonesia, the students are taught to show gratitude toward God by being thankful for what they have in this life and promoting tolerance of other religions (Nurgiyantoro & Efendi, 2017; Rahman, 2017; Rahmawati & Liliani, 2019; Utami et al., 2020). It also reminds the students to pray to God and love God. In addition, some literature contains spiritual values and God beliefs that will increase the students' spiritual maturity (Suwastini, Utami, et al., 2020; Umaya et al., 2016; Widyahening & Wardhani, 2016).

The studies proved that good behavior starts from simple things, such as practicing honesty and loyalty to their friends, family, and teachers (Aghni et al., 2020; Agustin et al., 2020; Amaruddin et al., 2020; Istiharoh & Indartono, 2019; Muassomah et al., 2020; Muzaki, 2016; Novianti, 2017). This value teaches a person to be trustworthy in terms of words, actions, and work; teaching them to be honest and abstain from lying, cheating, and stealing (Nugrahani, 2017; Nurdin et al., 2020; Umaya et al., 2016; Unsriana & Ningrum, 2018; Utami et al., 2020; Widyahening & Wardhani, 2016).

Tolerance and social awareness are two values that build a strong foundation for a harmonious community. Tolerance is related

to the person's behavior and action in respecting diversity in the form of religions, ethnics, opinions, behavior, and actions. These personalities have been identified in literary texts by Aghni et al. (2020), Agustin et al. (2020), Amaruddin et al. (2020), Hutapea & Suwastini (2019), Istiharoh & Indartono (2019), Muzaki (2016), and Nugrahani (2017). Meanwhile, social awareness means the willingness to assist other people in need. This value has been identified and raised by Halimah et al. (2020), Muassomah et al. (2020), and Nurgiyantoro & Efendi (2017). The analysis of English novels in Indonesian settings has also been used to introduce tolerance toward cultural differences and raise social awareness. These studies have been conducted in the context of the EFL classroom, where literature is presented as part of the curriculum and introduces intercultural awareness (Artini et al., 2020; Blangsinga et al., 2021). Meanwhile, shorter works such as short stories and folklores have introduced these two values at school (Rahman, 2017; Umaya et al., 2016). Students need to develop tolerance toward diversity in society to avoid ethnocentrism (Novianti, 2017; Unsriana & Ningrum, 2018; Utami et al., 2020; Widyahening & Wardhani, 2016).

Discipline, hardworking, autonomous, appreciative, and responsibility are strongly related to the integrity of obeying rules and norms and performing one's duty willingly. These values have been identified and developed by Agustin et al. (2020), Amaruddin et al. (2020), Rahmawati & Liliani (2019), Unsriana & Ningrum (2018), Utami et al. (2020), Widasuari et al. (2020), Widayanti & Nugrahani (2019), Novianti (2017) and Nugrahani (2017). Hardworking is reflected in the genuine efforts of characters in literary texts and the students to overcome the barrier during the tasks and finish them as well as possible (Agustin et al., 2020; Amaruddin et al., 2020; Islami, 2016; Istiharoh & Indartono, 2019; Novianti, 2017; Nurdin et al., 2020; Rahmawati & Liliani, 2019; Suwastini, Swandana, et al., 2018; Umaya et al., 2016; Utami et al., 2020). Autonomous characters in texts teach the students to be independent

(Aghni et al., 2020; Agustin et al., 2020; Amaruddin et al., 2020; Islami, 2016; Novianti, 2017; Nurdin et al., 2020; Rahmawati & Liliani, 2019; Suwastini, Swandana, et al., 2018; Suwastini, Banjar, et al., 2020; Umaya et al., 2016; Utami et al., 2020). Appreciative is about producing something useful for society and respecting and admitting the success of others, which is identified by (Aghni et al., 2020; Agustin et al., 2020; Rahmawati & Liliani, 2019; Utami et al., 2020). Responsibility makes the students be able to do the duties and obligations for themselves, other people, and the environment as identified by (Aghni et al., 2020; Agustin et al., 2020; Amaruddin et al., 2020; Halimah et al., 2020; Istiharoh & Indartono, 2019; Rahmawati & Liliani, 2019; Suwastini, Swandana, et al., 2018; Widayanti & Nugrahani, 2019).

Nationalism, democracy, and patriotism have been integrated into the literature to build students' characters (Aghni et al., 2020; Agustin et al., 2020; Hariyanti & Sudjito, 2018; Islami, 2016; Muassomah et al., 2020; Nurgiyantoro & Efendi, 2017; Unsriana & Ningrum, 2018; Utami et al., 2020; Widayanti & Nugrahani, 2019). Literature has been used to teach students to love their country (Agustin et al., 2020; Unsriana & Ningrum, 2018; Utami et al., 2020). The concept of heroism can also mean the willingness to work hard and participate actively in the development of the nation, such as believing in one's strength, continuing the struggle for developing Indonesia, defending our country, having a strong sense of belonging, persistence, hardworking, fulfilling promises, and being loyal (Ministry of National Education, 2010; Widasuari et al., 2020).

Environmental awareness is about caring for the natural environment by preventing damage and repairing the damaged environment. These behaviors have been identified in the literature by (Agustin et al., 2020; Halimah et al., 2020; Muzaki, 2016; Suwastini, Lasmawan, et al., 2020; Utami et al., 2020). Respecting and caring for nature and all human beings becomes essential in children's or students' moral education (Nurdin et al., 2020; Rahman, 2017; Suwastini, Lasmawan, et

al., 2020). Students should respect and love nature. By loving the environment, destruction can be avoided (Umaya et al., 2016; Unsriana & Ningrum, 2018). Besides, the students are also taught that humans are not living alone in this world. Human life is supported by the environment, including natural sources, animals, and plants. Thus, humans should live in harmony with their environment (Utami et al., 2020).

Bibliophile, creativity, and curiosity are related to building students' cognitive ability to support their intellectuality. Literature may be used to instill the love of reading while introducing the benefits gained by literary characters who like reading (Aghni et al., 2020; Agustin et al., 2020; Elihami, 2017; Islami, 2016; Rahmawati & Liliani, 2019; Suwastini, Utami, et al., 2020). Curiosity is defined as a key to learning. In the former studies, curiosity leads to problem-solving that delivers the main characters to their goals (Aghni et al., 2020; Agustin et al., 2020; Novianti, 2017; Rahmawati & Liliani, 2019; Utami et al., 2020). In this case, the students are expected to have a strong will and instinct to learn something by seeking the answers to what they are being curious about and to gain some new knowledge (Suwastini, Banjar, et al., 2020; Syafii, 2018; Trisnawati et al., 2017; Utami et al., 2020). On the other hand, creativity is related to creating new knowledge, which can be developed through literature (Aghni et al., 2020; Agustin et al., 2020; Elihami, 2017; Hutapea & Suwastini, 2019). Reading and discussing literature trains the students to comprehend information, synthesize arguments, and develop critical thinking (Istiharoh & Indartono, 2019; Novianti, 2017; Nurdin et al., 2020; Unsriana & Ningrum, 2018; Utami et al., 2020).

Communicative characters are often depicted as being friendly to others by talking, socializing, and working together (Aghni et al., 2020; Agustin et al., 2020; Amaruddin et al., 2020; Halimah et al., 2020; Hutapea & Suwastini, 2019; Islami, 2016; Istiharoh & Indartono, 2019). Students are expected to use proper phrases when talking to friends and adults (Muassomah et al., 2020; Rahman,

2017; Rahmawati & Liliani, 2019; Umaya et al., 2016; Utami et al., 2020). It also expects the students to be friendly to everyone (Widyahening & Wardhani, 2016). Peace-oriented characters in literature teach the students to produce actions, words, and behavior that can make other people secure and happy in society (Agustin et al., 2020; Amaruddin et al., 2020; Unsriana & Ningrum, 2018; Utami et al., 2020).

Prior research reviewed in this study has revealed that all good values can be introduced through literature. Bibliophilic, curious, communicative, and creative are keys to 21st-century skills (Trilling & Fadel, 2009). Autonomy, discipline, hardworking, appreciative, and responsibility can support these characters to promote lifelong learning that can build human resources that aim for sustainable development and world peace. The implementation of literature in character building for the students is worth trying.

Challenges in fostering character education through literature

Although literature can be used to facilitate character building among students, its implementation does not come without challenges. The previous studies reviewed presently have recognized a number of challenges in the implementation of literature for building students' characters.

The first challenge is finding authentic materials that can serve the learning goals and instill good values among the students (Muzaki, 2016). This challenge is closely related to preserving local wisdom when folklores are used in the classroom (Muassomah et al., 2020; Widyahening & Wardhani, 2016). Many texts are available and teachers may have abundant folklores to bring into their classrooms. However, character education is not a course on its own. Instead, it should be integrated into the instructional design for every lesson planned by the teachers. Thus, the teachers should balance the learning content, the character values, and the cultural insights in the literary texts when they implement literature for building students' characters.

The next challenge is the different levels of students' proficiency and critical thinking ability. Literature texts pose different levels of language difficulties (Novianti, 2017). To identify the character values represented in literary texts, the students need to use critical thinking to relate their personal experiences with the literature presented (Novianti, 2017). Critical thinking becomes essential to determine whether character education through literature can successfully take place or not (Novianti, 2017). The students' different backgrounds and lack of understanding and experiences might be the cause why the students have different levels of proficiency (Aghni et al., 2020; Novianti, 2017). It can hamper the process of instilling character values in the students. Communicating and observing the students can overcome this problem where the teacher can take pauses to assess the students' understanding (Senawati et al., 2021). Through communication, the teacher can get information from the students, especially on their problems, what they want to do, and their backgrounds.

The most critical problem in implementing literature for instilling character values is fostering good values into good behaviors. Batubara (2015) argues that changing students' characters into better personalities takes time. It needs controlled and consistent modeling from adults around the students' lives to build the desired outcomes (Aghni et al., 2020). Besides, the implementation of character education is affected by the students' and teachers' attitudes toward it. If the teachers do not care about character education's essence, then the implementation of character education through literature will automatically fail. The teacher has a role as a facilitator and model for the academic and character values that make the teacher responsible for showing students what is right or wrong during the learning process (Aghni et al., 2020).

In conclusion, it is undeniable that character education may become quite challenging for education practitioners. It needs special and proper preparation so it will be able to direct, shape, and develop the students' moral, intellectual, and personalities (Herlina et al., 2018).

CONCLUSION

This study is aimed to identify the genres used in implementing literature for building students' characters, the methods used, the values developed, and the challenges faced in its implementation. The genre used by previous research are novels, short stories, children's stories, films, poetry, folklores, and textbooks. The methods applied to implement literature for character building are storytelling, puppet show, reading comprehension, literature-based instruction, and group discussion. The values identified in literature texts cover the eighteen values recommended by the Ministry of National Education (2010), namely religious, honest, tolerant, discipline, hardworking, creative, independent, democratic, curious, nationalism, patriotism, appreciative, communicative, peace-loving, bibliophilic, environmental awareness, and responsibility. Meanwhile, the challenges faced by teachers in implementing literature for building characters are intricacies in synchronizing the learning goals with the literary texts and the local wisdom, the obscurity in choosing texts that meet the students' readiness level for critical thinking, as well as the problem of forming the desired habit out of the comprehension of the values in the literary texts.

Building characters means enhancing all the good values in students' personalities and diminishing undesired personalities by instilling valuable characters. This process may take years to accomplish, with constant examples from the students' role models. Providing learning materials that contain examples of good characters is a necessity.

However, consistent good habits from teachers and parents inside and outside the classroom are compulsory. Thus, the present study urges stakeholders to encourage all aspects of formal, non-formal, and informal education to constantly be mindful of character values. Continuous research and studies are needed to find mare alternative teaching strategies that facilitate the insertion

of character values into the learning content, including designing learning media and content.

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