



The Value of Character Education in a Collection of Fairy Tales by Ungu Lianza

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ABSTRAK

Dongeng memiliki nilai moral yang dapat dimanfaatkan sebagai alternatif dalam pembelajaran karakter pada anak. Melalui dongeng dapat memberikan informasi terkait nilai pendidikan karakter. Penelitian ini bertujuan untuk menganalisis nilai pendidikan karakter pada kumpulan dongeng karya ungu lianza kelas 2 SD. Penelitian ini merupakan metode kualitatif menggunakan deskripsi literatur Pustaka. Metode pengumpulan data menggunakan metode wawancara, dan dokumentasi. Penelitian kualitatif pada penelitian ini dilakukan dalam mengumpulkan data dengan mengamati situasi yang terjadi sesuai dengan keadaan tanpa dimanipulatif ataupun dipengaruhi. Teknik analisis data menggunakan analisis kualitatif. Kumpulan dongeng karya ungu lianza dan pengimplikasikan nilai karakter pada kehidupan sehari-hari. siswa kelas 2 dalam kehidupan sehari-hari menerapkan nilai-nilai karakter, meningkatkan minat membaca buku cerita melalui buku cerita dongeng ungu lianza, dan memahami nilai-nilai karakter lain dapat dilakukan. Guru juga dapat dimasukkan ke dalam nilai-nilai kepribadian siswa untuk memiliki sifat-sifat toleransi, kerjasama, kemandirian, disiplin, tanggung jawab dan integritas. Implikasi penelitian ini diharapkan guru dalam proses pembelajaran dapat menerapkan pendidikan karakter melalui cerita dongeng kepada siswa. Sehingga dapat diterapkan dalam kehidupan sehari-hari.

ABSTRACT

Fairy tales have moral values that can be used as an alternative to character learning in children. Fairy tales can provide information related to the value of character education. This study aims to analyze the value of character education in the collection of fairy tales by Ungu Lianza in grade 2 elementary school. This research is a qualitative method using the literature description of the library—methods of data collection using interviews and documentation. Qualitative research in this study was conducted by collecting data by observing the situation that occurred following the circumstances without being manipulated or influenced. The data analysis technique used qualitative analysis a collection of fairy tales by Ungu Lianza and the implications of character values in everyday life. Grade 2 students in everyday life apply character values, increase interest in reading story books through the Ungu Lianza fairy tale book, and understand the values of other characters. Teachers can also put in the personality values of students to have the traits of tolerance, cooperation, independence, discipline, responsibility, and integrity. This research implies that teachers in the learning process can apply character education through fairy tales to students. So it can be applied in everyday life.

1. INTRODUCTION

The fairy tale is a part of which comes from the world of literature, especially children's literature. There are several genres of children's literature, namely poetry, fiction, nonfiction, fantasy, realism, and traditional literature. Based on the popular point of view, fairy tales include the flow of traditional literature based on stories from fairy tales passed down from generation to generation by using oral methods. One of the folklore which is attached to certain community groups based on culture is a fairy tale. Thus, fairy tales grow from the tales of ancestors, whose stories are passed down to children and grandchildren (Bulan & Hasan, 2020; Darihastining et al., 2020). Fairy tales are folk tales that tell backstory or an original story taken from ancient history, which is formed into certain elements (Nur Hidayah & Nurhadija, 2018; Tumuyu, 2022). The fairy tale

stories are solely for children's entertainment, which means they are not considered to have happened, which in the story contains meaning (Gusmayanti & Dimiyati, 2021; Harahap, 2019). In fairy tales, characters are played, and those who play are fellow humans or can add other creatures such as ghosts or animal creatures. (Nisa, 2019; Yansyah et al., 2021). Storytelling is also a folk tale usually conveyed orally, which is symbolic (Harahap, 2019; Maziyah et al., 2019; Ngura et al., 2020). Telling a fairy tale there is a skill in speaking, where this skill is not only for communicating but also includes art (Dheasari, 2020; Rukiyah, 2018; Takacs & Bus, 2018). Fairy tales have moral values that can be used as an alternative to character learning in children (Purnamasari & Wuryandani, 2019; Qomariyanti et al., 2018). In addition, fairy tales can be reading material for children and also have other benefits, namely character, getting used to reading culture, getting children to read from an early age will train children to have a hobby in reading, be it school textbooks or story books in reading can help children in activities learning at school, developing imagination, each fairy tale usually has a different or unusual storyline this can increase children's imagination and creativity (Ardhyantama, 2017; Kharis et al., 2021). Education is an important means of influencing the quality of human resources. Education and certain values have a term in value education. Education in creating a learning atmosphere is carried out consciously, and during the process, it is structured in a planned manner to develop the potential of students actively, which aims to have spiritual strength, imaginative world, character, self-control, noble character, reason and embedded in him a skill that useful, both for himself or the nation and the surrounding community (Dwijayani, 2019; Sadia, 2013; Utaminingsih, 2019)

The value of education is a process of changing behavior and attitudes to get something good or bad through teaching, which is certainly useful for a human being in maturing himself (Putry, 2019; Utami, 2020). The value of character education can be interpreted as equivalent to talking about character education itself. Three elements make up personality: the social environment, family environment, and school environment. Meanwhile, the first three elements can shape the character's personality, namely increasing moral values, knowledge, and emotions (Ananda, 2017; Galuh et al., 2021; Gusmayanti & Dimiyati, 2021). Character education is aimed at being able to have a noble character, be patriotic, ethical, scientific and technological, tolerant, have religious values following the religion adopted, develop dynamically, and also be competitive so that it can form a strong nation (Amalia, 2021; Muchtar & Suryani, 2019). Education through children's fairy tales, the teacher can read a story that contains existing educational values, the value of character education in fairy tales through condensation between the stories heard and the inner experiences that exist in the child, which results in the process of personality formation, stories can become an effective strategy in instilling educational values many children like to read story books. The results of interviews with second-grade students at SDN Karang Tengah 3 showed that students regarding character education contained values that were applied from the fairy tale work of Ungu Lianza by discussing attitudes of helping, working together, disciplined, independent, honest, tolerant, friendly. Thus, this study aims to analyze the value of character education in the collection of fairy tales by Ungu Lianza in the second grade of elementary school.

2. METHOD

The type of research used is qualitative research with descriptive literature using more in-depth data and exploring existing data. This research focuses on the library research method (Mahanum, 2021). Qualitative descriptive research (Wahyudin, 2017) tries to solve a problem (find an answer) through a rigorous design (correlation, experimental and quantitative descriptive) to reach an objective conclusion. This type of research is used to obtain information and data through information surveys from various sources, namely scientific journals relevant to the title under study, a fairy tale book by Ungu Lianza. In general, this library data is a secondary source of data from the second hand. There is no original data from firsthand. In other words, researchers look for information data through documents and other books. This research was conducted directly by visiting the target school and interviewing second-grade teachers and students about the value of character education. They are collecting data using various techniques in this study, including observing, interviewing, and documenting. Next, make source regulations and time regulations.

3. RESULT AND DISCUSSION

Result

Value is related to good and bad. Value does not reveal its limits. This whole world is valuable. Etymologically value is the point of view of the word value (English) or moral. Value in everyday life has value. Qualities that can be demonstrated are of good quality and is useful for humans. Something is valuable if people feel something has value (Wijaya, 2020). Character education is formed through character; the results are shown in actual behavior, namely good behavior, honesty, and responsibility (Winna Farmawati, 2021). Values can distinguish a person's good or bad to become a human being with character and belief in choosing behavior. A work of fairy tale art must have values contained in the story, as for the value of character education contained in fairy tales. First is religious, the attitude of planting religious values according to what is believed. Second is

honesty, an attitude where someone must tell the truth so that someone can be trusted in work, words, and actions. Third, as a society, tolerance must be tolerant of respecting differences in ethnicity, religion, attitudes, opinions, and actions taken by other people. Fourth, hard work, in this attitude, shows serious behavior while working on the task so that it can complete it as well as possible. The five disciplines are obeying regulations and carrying out responsibilities and duties that show orderly and obedient behavior. The sixth is creative. Creatively, someone can create new creations or imaginations in his mind. Seventh is the independent attitude of many people who cannot do this easily. Many still depend on others such as completing work assignments. Eighth, democratic, how to act, think and make a decision the same without distinguishing others. Ninth is curiosity, a deep action or attitude to have more knowledge by learning it. The tenth is national spirit, ways of behaving, thinking, and gaining insight, either above oneself or a group by prioritizing the interests of the nation and state. Eleven Nationalism, think and act by reflecting a commendable attitude, prioritizing the interests of the nation and state, and loving domestic products. Twelve appreciate achievement: Actions and attitudes to appreciate for himself and others. Thirteen friendly/communicative, an action in which there is pleasure in associating, talking, and collaborating with others. Fourteen peace-loving, peaceful actions and attitudes for the benefit of society and mutual respect. Fifteen likes to read, getting used to the mandatory reading that is useful for him with various readings. Sixteen care for the environment, actions, and attitudes to care for the surrounding environment to prevent existing damage. Seventeen social care, this attitude teaches about instilling an attitude of caring for the surrounding environment and those in need—eighteen responsibilities: The behavior and attitudes of a person who has been carried out to be responsible.

Discussion

A fairy tale is an old literary work or folklore where the story does not happen, and the fairy tale is not bound by time and place. Fairy tales are used for entertainment only, but there are also many values contained in fairy tales, such as moral values, educational values, and character values. Fairy tales are a type of literary work whose stories are not real or fictional but are interesting and contain moral lessons in fairy tales. Storytelling can be divided into seven types: myths, sages, parables, legends, humorous stories, comfort stories, and parables. Storytelling is usually told when the intermediary sleeps until the child falls asleep, read by the father, mother, grandfather, and grandmother. Fairy tales that have benefits for children are fairy tales that are appropriate for the child's age and contain educational values in them (Rukiyah, 2018). Storytelling can make children fall asleep because it is very positive, and children enjoy listening to stories. The reading stories are very interesting and good for children's mental development. There are various types of fairy tales here. First, animal tales or fables draw on human stories depicted by an animal, and the story is not too long and can be taught to students in the form of moral messages (Sabarua & Sari, 2019). The two are ordinary fairy tales that tell about everyday life, both joys, and sorrows, as in the story of the Malin Kundang. Third, a joke fairy tale is a fairy tale in which many funny stories can be laughable by being played by certain characters so that they make the reader laugh like the kabayan's fairy tale. Based on the research results in second grade, they found the character values of the fairy tales by Ungu Lianza with several titles. First, grasshoppers and crocodiles have character values of caring, friendly, help, and tolerance. Second, the lazy buffalo has character values of helping, reciprocating, and being responsible. Third, the innocent rat and the stupid frog have character values of respecting each other and not forcing the will of others. Fourth, the bully crow has the character values of arrogance, unwillingness to cooperate, and honesty. Fifth, grasshoppers and worker ants have the character values of lazy, hardworking, and kind. The results showed that students had applied the value of the implications of character education in everyday life, such as at home and school. Children can help each other, work together, be honest, tolerant of ethnicity, culture, and religious, and not arrogant, independent, and disciplined in everyday life. Students have understood the contents of the fairy tale by Ungu Lianza and can apply the values of characters that have characteristics such as; tolerance, cooperation, caring, not arrogant, independence, disciplined, and honesty. For example, one student helps a fellow friend who has difficulties, works together in group assignments, then is disciplined in coming to school on time, then has a sense of tolerance for friends of different religions, cultures, and races, and performs tasks independently and is honest / not cheat on friends. This research implies that teachers in the learning process can apply character education through fairy tales to students. So it can be applied in everyday life.

4. CONCLUSION

In this study, second-grade students at SDN Karang Tengah 3 have applied character values in daily life. Through fairy tale books by Ungu Lianza, students can increase their interest in reading fairy tale books and understanding the values of other characters in them. And the involvement of teachers in character values for students to have tolerance, cooperation, independence, discipline, responsibility, and honesty.

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