

PAPER NAME

artikel representation of character education values in nonfiction stories.pdf

AUTHOR

UNM 2022

WORD COUNT

4405 Words

CHARACTER COUNT

24142 Characters

PAGE COUNT

6 Pages

FILE SIZE

362.1KB

SUBMISSION DATE

Dec 16, 2022 11:51 AM GMT+8

REPORT DATE

Dec 16, 2022 11:51 AM GMT+8

● 9% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 7% Internet database
- 3% Publications database
- Crossref database
- Crossref Posted Content database
- 7% Submitted Works database

● Excluded from Similarity Report

- Small Matches (Less than 20 words)
- Manually excluded sources

Representation of Character Education Values in Nonfiction Stories of National Heroes Biography (A Study of Children's Literature)

Hasriani, Anshari, Andi Sukri Syamsuri, Ramly Hasriani

Universitas Negeri Makassar Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar South Sulawesi, Indonesia Postal Code 90222

Corresponding Author: Hasriani, Anshari

Abstract: This study aims at describing, exploring and explaining the value of character education in reading nonfiction text of national hero biography. In particular, this study aims at describing, exploring and explaining the form, content, and function of the character education value in reading nonfiction text of national hero biography. This research is qualitative research with descriptivemethod. This research focuses on the value of character education in reading nonfiction text of national hero biography. The results showed that the character education value in reading nonfiction text of national hero biography is in the form of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationality, love the country, appreciate achievement, communicative, friendly, love peace, love to read, environmental care, education social care, and responsibilities. The contents of the character education value in reading nonfiction text of national hero biography consist of the value of character education against God Almighty, the value of character education to us, the value of character education to fellow man, and the value of character education to the public, group or community. The functions of the character education value in reading nonfiction text of national hero biography consist of religiousfunction, cultural function, educational function, and social function.

Keywords: Character Education Values, Nonfiction Stories, Children's literature

Date of Submission: 30-06-2018

Date of acceptance: 16-07-2018

I. INTRODUCTION

Children's literature is believed to have a great contribution to the development of personality of the children in the process to maturity. Literature is believed to be able to use as a means to grow, foster, develop even preserve the good values and it is very valuable by family, community, and the nation. With this inheritance values, the existence of a community and the nation can be maintained.

One of variety of children's literatures which can provide knowledge, life experience, modeling, and others is biography of famous people, and hence people know a few things related the biography. Nurgiantoro (2016, p.394) explained that biography is one of nonfiction literature that is much-loved by readers especially children. Reading the history of one's life, although we have never met physically we are like knowing him. By biography of people, we can know many things related to oneself such as the place and birth year (also death if concerned people have deceased), family, jobs, nature, attitudes, behavior, achievement in their field, and others. It will attract the attention of the children who are looking for identity.

Great nation is the nation which appreciates the merits of heroes. In this context, it can be interpreted that by knowing the struggle of heroes, it is expected to pick the values of the character of the nation. It is also one way to appreciate their merits. Hero is "human large" which can change the history. Basically, Indonesian nation has thousands of heroes. This nation has been a variety of phase change driven by the fighters who died in escaping from the shackles of colonization. They built and set up the country. They also maintained independence.

Young people should imitate the struggle of the heroes by continuing to struggle with full of courage without ulterior motive. They were willing to sacrifice in unyielding face invaders. They did not show selfishness, but they showed a spirit of confidence. They were not just screamed free or die, but they were struggling to defend the beloved Indonesian nation. The heroes have shown commendable attitude when facing invaders. It is an example that should review and applied in everyday life. All attitudes and the nature of heroes which have been shown become inspiration which is very important for us in defending and filling independence. Indonesian nation experiences degradation of the history of the nation, including the heroic

fighters of the nation. In fact, the exemplary of the national hero which have ever owned by this nation is learning resources, and it is an obvious example which is important in the success of education characters.

This study will represent the value of character education in reading children's literature about the story and biography of the national hero. Lasyo 1999 (in setiadi, et. al. 2013, p.127) explained that the value for humans is the foundation or motivation in all behavior or actions. The value of character education is one of things to be exemplified. This is the basic importance of knowing the value of character education contained in the biography of national heroes where this is a literary reading for children. By reading the biography the children will acquire knowledge, life experience, modeling, and others which are useful so that they are facilitated to be the generation who has a good character.

This study is a new research which is interesting to be conducted. It is for revealing the detail and comprehensive fact on the value of education character in reading nonfiction text of national hero biography. Therefore, the exploratory and explanative study needs to be conducted. It is considered that the essence of character education values in the era of this time is not located in the form of award pinned by human. However, the essence of the value of character education is applying to every human that is seriously with human values as the results of their Godhead.

II. METHOD

This research was a qualitative research with descriptive method. The qualitative research is a research procedure that produces written descriptive data form or oral data of people and behavior which can be observed. The descriptive method is a method in researching the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. This research focused on the value of character education in reading nonfiction text of national hero biography. The design of this research was a qualitative descriptive. It means that the researcher describe the qualitative data found in the study. There were some steps in conducting this study.

First, the researchers determined or formulated research problem. Second they held a study of literature. Third, they determined operational definition term. Fourth, they reported results. Fifth, they draw conclusions. The data in this study were in the form of words, phrases, sentences, and paragraphs contained in the biography of the national hero. The data source of this research was seven story books series hero compiled by the publishers of Mutiara Jakarta, 1978, one story book compiled by the publishers of Djambatan in 1994, one story book compiled by the publishers of Sarana Panca Karya Bandung in 1996, and one story book compiled by the publisher of Bhakti Baru in 1985. In this study, the researchers acted as an key instrument. The data were collected by using document and literature study. They were by seaeching for theoretical reference or supporting data. The model in analyzing data used in this study adopted the interactive model of data analysis proposed by Miles and Huberman (in Yusuf, 2014, p.407). This interactive analysis consists of four steps. They are data collection, data reduction, data presentation and conclusion. This study applied three techniques of testing the validity of the data. They were persistence of observations, referral adequacy, and triangulation.

III. RESULTS

1. The Form of character education value in reading nonfiction stories of national hero biography

The form of the character education value is an education system to produce the generation who has nationality character. Character education right now is a major issue in education. In addition to be a part of the formation of morals nation, character education is also expected to be the main foundation in the success of Indonesian gold in 2025. Character education basically includes the development of substance, process, and atmosphere or environment which evocatives, encourages and facilitates someone to develop good habits in everyday life. These habits arise and develop based on awareness, beliefs, sensitivity and attitude of concerned people. Thus, the character which is built through the character education is inside out. It means that the developed behavior becomes habits which is happened because their encouragement from the inside, not the force from outside.

Based on the study and interpretation of the tenth nonfiction text about the biography of the national hero, some character education values related to 18 national characters were found. These characters become the target as well as an indicator of the success of national character education. The intended characters are religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, loving the homeland, appreciating achievement, communicative, love to read, environmental care, social care, and responsibility.

The religious character consists of several forms. The first is behavior in doing worship of God Almighty. The second is grateful to favor and the gift of God. The third is praying before implementing something. The fourth is giving thanks to God when someone succeeds in doing something. The fifth is surrendering oneself (resignation) to the Lord. The honesty consists of several forms. The first is behavior in conveying information in accordance with the fact. The second is revealing feeling as it is. The third is making

report based on data or information as it is. The tolerance consists of several forms. The first is behavior in maintaining good relationship with fellow-religious. The second is receiving agreement although there are differences of the opinion. The third is appreciating and providing equal treatment to all citizens. Discipline character consists of several forms. The first is on time. The second is obeying the rules. The third is enforcing the rules by giving fair sanction to the offenders. The hard work character consists of several forms. The first is unyielding behavior. The second is serious in achieving success. The third is optimizing the potential for themselves. The fourth is showing preparation for the success. The fifth is creating a condition of the work ethic. The creative character consists of several forms. The first is having a lot of an idea about a problem. The second is fluent in expressing ideas. The third is applying the concept in different ways. The fourth is working faster and doing more than others. The fifth is selecting the way of thinking which is different with others. The sixth is showing the results of the skilled work. The independent character consists of several forms. The first is that someone does not depend on other people (self-confidence). The second is capable of making the decision quickly. The third is taking the risk of decisions and actions that has been done. The democratic character consists of several forms. The first is involving someone else in any decision-making. The second is making decisions together through deliberation and consensus. The third is selecting leadership openly. The fourth is that all products of policy are through deliberation and consensus.

The forms of the curiosity characters are as follows. The first is enthusiastic in looking for answers. The second is giving full attention to the object observed. The third is asking unclear questions. The fourth is facilitating for exploring in education, science, technology and culture. The character of the nationality spirit consists of several forms. The first is willing to sacrifice for the sake of homeland. The second is putting the unity as well as safety nation on top rather than private interests. The third is never giving up when conducting resistance. The character of loving the homeland consists of several forms. The first is proud to be citizens of Indonesia. The second is preserving culture of Indonesia. The third is participating in the name of the nation in international scene. The character of appreciating achievement is in some forms.

The first is giving reward on the resulting work. The second is protecting and preserving the efforts of others. The third is providing appreciation in the form of gifts and praise. The character of communicative or friendly consists of several forms. The first is communicating with polite language. The second is respecting and keeping the honor each other. The third is facilitating interaction. The forms of the character of peace-loving are as follows. The first is creating an atmosphere which is cozy, peace and harmony. The second is familiarizing the behavior on violence. The third is creating kinship which is full of loving. The character of love to read consists of several forms. The first is increasing frequency of reading habits. The second is providing facilities as well as a nice atmosphere. The third is exchanging reading material. The character of environmental care is in some forms. The first is preserving the environment. The second is protecting the wealth of nature which continues to be exploited. The character of social care is in the form of performing social action and empathy to fellow human. The character of responsibility is divided into three forms. The first is doing task well. The second is receiving the risk of action. The third is carrying out what ever say without forcing.

2. The contents of the character education value in nonfiction stories of the national hero biography

The contents of character education is a system which is planting the values of the characters to somebody that includes the components of knowledge, awareness or willingness and actions to carry out those values to God, himself, fellow human society, environment, and the National so that they become perfect human beings. The character education value has contents and meaning which is higher than the moral education, because it is not just teaching the right and the wrong, but also character education value embed habituation about a good thing so that people understand (cognitive domain) about the good and wrong. They are able to feel (affective domain) good value, and they can do it (behavior domain). Thus, the contents of the character education value have close relation to the habit which is continuously practiced.

Based on the study and interpretation of the tenth nonfiction texts of national hero biography, some contents or the meaning of the value of character education are found. The contents of the character education value against God Almighty consist of statement of human about death (martyrdom), and obligations to give religious teachings. The contents of the character education value toward oneself consist of behavior in terms of self-control, self-awareness, successful in achieving goals, responsible, honest, upholding the mandate, unselfish, and doing something in accordance with the intention. The contents of the character education value toward fellow human consist of behavior in terms of creating good relationship between children and parents, strengthening the relationship in the family, having mutual respect for human beings. It also involves loyalty of the subordinate to the leader. Fair and wise are also the contents of the character education value toward fellow human. The contents of the character education value toward the public, group, or community consist of behavior in terms of sharing work, and art.

3. The Function of character education value in reading nonfiction stories of national hero biography

The function of character education value in reading nonfiction text of national hero biography is very important thing. It is believed by individuals and should be applied to an action. In this case, the action is good deeds measured through the values contained in character education. Basically, character education builds the life of the multicultural nation. It builds the civilization and intelligent nation which has culture. In addition, it is able to contribute to the development of human life. It develops the potential of the basic to be good people. It builds the attitude of citizens which is peace loving, creative, independent and able to coexist with other nations in a harmony.

Based on the study and interpretation of the tenth nonfiction texts of national hero biography, some functions of the character education value are found. They are religious function, cultural function, educational function, and social function. The religious function consists of behavior in terms of understanding that all are happened on the will of God Almighty. It strengthens friendship of fellow human, and always studied religion. The cultural function consists of behavior in terms of maintaining the existence of culture, adhere to the establishment, and never talk twice. The educational function consists of behavior in the form of advice of parents to the child, following the good deeds / commendable, putting someone according to the expertise, and getting achievement in learning. The social function consists of behavior in the form of loyalty commitment to the profession, refusing words that are not in accordance with the heart and mind, and receiving criticism of the others.

IV. DISCUSSION

Based on the findings of the data about the form of the character education value in the children's literature that is reading nonfiction text of national hero, then there are some forms of the character education value. There is a form of character education value which is not found at all in one of nonfiction text of national hero biography. There is nonfiction text of national hero biography which almost includes the eighteen forms of the character education value. In addition, there is nonfiction text of national hero biography in which it is found only one or two quote as the data on one of the forms of the character education value.

The form of the character education value that is religious character is only in the story of FLT, LJOS, AM, AFL, TCD, PA, and RAK. The form of honest character is only in the story of FLT, AM, and AFL. The form of honest character is only in the story of FLT dan LJOS. The form of discipline character is only in the story of FLT, LJOS, S, and RAK. The form of the hard work character is only in the story of FLT, LJOS, AM, AFL, S, TCD, SH, PA, and RAK. The form of the creative character is only in the story of FLT, AM, WZY, AFL, S, and TCD. The form of the independent character is only in the story of FLT, LJOS, AM, WZY, AFL, S, and PA. The form of the democratic character is only in the story of FLT, LJOS, AFL, TCD, PA, and RAK. The form of the curiosity character is only in the story of AM, TCD, dan RAK. The form of the national spirit character of is only in the story of FLT, LJOS, AM, WZY, S, TCD, SH, and PA.

The form of loving the homeland character is only contained in the story of AM, WZY, AFL, and RAK. The form of appreciating achievement character is only in the story of FLT, LJOS, AM, WZY SH, and RAK. The form of the communicative character is only in the story of FLT, LJOS, AM, WZY, TCD, PA, and RAK. The form of the peace-loving character is only in the story of FLT, LJOS, WZY, TCD, and SH. The form of love to read character is only contained in the story of TCD and RAK. The form of the environmental care character is only in the story of LJOS dan AM. The form of social care character is only in the story of FLT, AM, AFL, TCD, and RAK. The form of the responsibility character is only in the story of FLT, AFL, and S.

Based on the findings of the data on the content of the character education value in the nonfiction texts of the national hero biography, then there are a variety of contents. They are contents related to character education value against God Almighty, contents related to the character education value related to oneself, and contents related to character education value toward the society, group, or community.

The contents related to the character education value against God Almighty is only in the story of TCD, SH, and PA. The contents related to the character education value related to oneself is found on all nonfiction stories of national hero. The contents related to the character education value toward fellow human being includes seven nonfiction stories of national hero namely the story of FLT, LJOS, AM, WZY, S, TCD, and RAK. In addition, the contents related to character education value toward the society, group, or community is only in the three stories namely the story of FLT, S, and TCD.

Based on the findings of data on the functions of the character education value in the children's literature that is nonfiction text of national hero biography, then there are some functions. They are religious function, cultural function, educational function, and social function. The religious function of is only in the story of FLT, LJOS, AM, and TCD. The cultural function is in the story of FLT, LJOS, AM, WZY, AFL, and RAK. The educational function is in the five stories of national hero namely LJOS, AM, AFL, S, and TCD. Meanwhile, the social function is also on five stories national hero namely the story FLT, LJOS, AM, WZY, and AFL.

Overall, if the form, content and function of the character education value toward children's literature in the form of nonfiction texts of the national hero biography, then a different description would be found. There is nonfiction text of national hero biography which does not found data about religious value in the forms, contents, and function of the character education value. However, some nonfiction texts of national hero biography found one to four quotes about the data on religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationality spirit, love the homeland, appreciating achievement, communicative or friendly, peace-loving, love to read, environmental care, social care, and responsibility. There are also contents related to the character education value against God Almighty, contents related to the character education value to oneself, contents related to character education value toward the human beings, and contents related to character education value toward society, group or community. There are also religious, cultural, educationan, and social function. In addition, there are some nonfiction texts of national hero biography which is dominantly found on one or more of the form of the character education value, content related to the character education value toead oneself and one of the cultural functions.

V. CONCLUSIONS

1. Based on the results and interpretation of the ten nonfiction stories of national hero biography, some character education values related to 18 national characters that become the target as well as an indicator of success of character education of the nation are found. These character education values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationality spirit, love the homeland, appreciating achievement, communicative or friendly, peace-loving, love to read, environmental care, social care, and responsibility.
2. Based on the results and interpretation of the ten nonfiction stories of national hero biography, some contents of the character education value are found. These contents are as follows. The first is the contents of the character education value against God Almighty. The second is the contents of the character education value toward oneself. The third is the contents of the character education value toward fellow human beings. The fourth is the contents of the character education value toward the public, group, or community.
3. Based on the results and interpretation of the ten nonfiction stories of national hero biography, some functions of character education value are found. The functions are religious, cultural, educational, and social function.

VI. SUGGESTIONS

1. For teachers or lecturers, the results of this research can be used as part of the learning materials about the character education in the school or university.
2. For the author of children's literature, these results can be used as a reference to next publication so that the book can be written well and can facilitate children in forming their attitude, behavior and character.
3. For the other researchers, these results can be used as a reference for advanced research.

REFERENCES

- [1]. Anshari. (2011). *Representasi Nilai Kemanusiaan dalam Sinrilik Sastra Lisan Makassar*. Makassar: P3i Press.
- [2]. Hasanuddin, WS. (2015). *Sastra Anak: Kajian Tema, Amanat dan Teknik Penyampaian Cerita Anak Terbitan Surat Kabar*. Bandung: Angkasa.
- [3]. Huck, Charlotte S, dkk. (1987). *Children's Literature in the Elementary School*. New York: Holt, Rinehart and Winston.
- [4]. Lukens, Rebecca J. (2003). *A Critical Handbook of Children's Literature*. New York: Longman.
- [5]. Maleong, Lexy J. (2005). *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung: PT. Remaja Rosdakarya.
- [6]. Minderop, Albertine. (2010). *Psikologi Sastra: Karya Sastra, Metode, Teori, dan Contoh Kasus*. Yayasan Pustaka Obor Indonesia.
- [7]. Mitchell, Diana. (2003). *Children's Literature, an Invitation to the World*. Boston: Ablogman.
- [8]. Nurgiantoro, Burhan. (2016). *Sastra Anak (Pengantar Pemahaman Dunia Anak)*. Yogyakarta: Gadjah Mada University Press.
- [9]. Rafiek, M. (2012). *Teori Sastra Kajian Teori dan Praktik*. Malang: Refika Aditama.
- [10]. Ratna, Nyoman Katha. (2003). *Paradigma Sosiologi Sastra*. Yogyakarta: Pustaka Pelajar.
- [11]. Ricoeur, Paul. (1985). *Hermeneutics and the Human Sciences*. Chambridge: Chambridge University Press.

- [12]. Ricoeur, Paul. t.t. *Teori Penafsiran: Wacana dan Makna Tambah*. Terjemahan oleh Hani'ah. (1996). Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.
- [13]. Ricoeur, Paul. (1981()). *Hermeneutika Ilmu Sosial*. Terjemahan Muhammad Syukri. 2006. Yogyakarta: Kreasi Wacana.
- [14]. Setiadi, Elly. M. dkk. (2013). *Ilmu Sosial Budaya Dasar*. Jakarta: Kencana Prenadamedia Group.
- [15]. Sumaryono, E. (1999). *Hermeneutik, Sebuah Metode Filsafat*. Yogyakarta: Kanisius.
- [16]. Suyadi. (2013). *Strategi Pembelajaran Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- [17]. Yusuf, Muri. (2014). *Metode Penelitian (Kuantitatif, Kualitatif, dan Penelitian Gabungan)*. Jakarta: Prenadamedia Group.

12

IOSR Journal of Humanities and Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Hasriani, Anshari "Representation of Character Education Values in Nonfiction Stories of National Heroes Biography (A Study of Children's Literature)." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 07, 2018, pp. 06-11.

9% Overall Similarity

Top sources found in the following databases:

- 7% Internet database
- Crossref database
- 7% Submitted Works database
- 3% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	iosrjournals.org	Internet	1%
2	Udayana University on 2019-09-05	Submitted works	1%
3	Universitas Pendidikan Indonesia on 2018-03-08	Submitted works	<1%
4	europub.co.uk	Internet	<1%
5	doaj.org	Internet	<1%
6	ojs.untribkalabahi.ac.id	Internet	<1%
7	Padjajaran University on 2018-01-27	Submitted works	<1%
8	researchgate.net	Internet	<1%

- | | | |
|-------|---|-----|
| 9 | Awalina Maftukhah. "Value education and character in textbook of PAI ... | <1% |
| | Crossref | |
| <hr/> | | |
| 10 | Nurmila Wati, Dhiniaty Gularso. "ANALYSIS OF THE VALUE OF CHARA... | <1% |
| | Crossref | |
| <hr/> | | |
| 11 | kaderabahasa.kemdikbud.go.id | <1% |
| | Internet | |
| <hr/> | | |
| 12 | American University on 2022-11-01 | <1% |
| | Submitted works | |

● Excluded from Similarity Report

- Small Matches (Less than 20 words)
- Manually excluded sources

EXCLUDED SOURCES

iosrjournals.org

Internet

100%

ojs.unm.ac.id

Internet

2%