

ANALYSIS OF THE VALUE OF CHARACTER EDUCATION IN CHILDREN'S STORY BOOKS "I LOVE THE SUN"

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Abstract

Reading children's story books can be a way to build good character in children. Story has a crucial part in the socialization of children, the transmission of customs to future generations, and the extension of already-existing values. the research's goal is to evaluate the moral values taught in the children's book "I Love the Sun" in terms of character education. The subject of this study was the published children's story book titled "I Love The Sun" by Ganeca Next which containing 24 pages. This study uses a qualitative research approach with types content analysis research by analyzing the children's story book "I Love The Sun". This approach makes it easier for researchers to show an analysis of the value of character education contained in the book. Based on the results of the analysis, there are 3 forms of children's character education values found (1) Friendly/communicative (2) Care to the environment (3) Honest.

Keywords : children, story book, character education

INTRODUCTION

Character is the values of universal human behavior covering all human activities, both in order to relate to God, with himself, with fellow human beings, as well as with the environment, and is manifested in thoughts, attitudes, feelings, words, and actions based on norms from religion, law, manners, culture, and customs. Character is synonymous with morals, ethics, and morals. As a result, it is the values of universal human behavior covering all human activities (Samrin, 2016). Character is a quality that people who have been taught to set themselves apart from others possess. Stated by Anita and Novianty (2020), a person's character has a big impact on their quality of life. One is believed to be able to enhance their quality of life by having a good character.

There is a decreasing in character values in students, mainly influenced by the influx of foreign cultures from outside which gave changes in life. Apriani *et.al.* (2020) said the changes that occurred tended to lead to a moral crisis. The intended moral crisis is in the form of a lack of manners, a lack of concern for others leading to bullying, and a lack of concern for the surrounding environment.

The moral crisis in Indonesia is caused by a variety of circumstances. One of them is the development of technology, which has significantly impacted children's moral issue. Such as social media that allows anybody to voice their opinions right now, regardless of the context or who the audience members are. This if left uncontrolled, then how the outcome of children in the long term. The deterioration of children's conduct will be a result of today's technological growth (Budiarto, 2020). This is impacted by the spread of information via social media, which always carries a negative connotation when it is used by youngsters who are not in line with the spectacle at a young age.

Since children today are engaged to technology at a very early age and the absence of parental control eventually leads to misbehavior in youngsters. In other words, this stage is extremely crucial and defining, defining a person's attitude, values, and future actions; it need appropriate stimulation (Wiraatmaja *et.al.*, 2021).

For the growth of the country, education is a vital component of daily life. According to Law No. 20 of 2003, which outlines the national education system, national education serves as a means of developing students into whole people who have faith in God and who are noble, healthy, intelligent, competent, creative, independent, responsible, as well as good citizens in a democracy (Agung, 2011).

Meanwhile, character education is a method to help students develop their moral principles, which include the information, awareness, or willingness, and deeds that may be applied to their religion, themselves, the general public, the environment, and their country as a whole (Agung, 2011). Character education aims to develop children into perceptive, compassionate, upright, greater persons who use their full potential to achieve their goals and who comprehend the meaning of life (Turan and Ulutas, 2016). Additionally, it supports in children's future knowledge, desire for, and engagement in good deeds.

Character education can be given to such an early age through story. Children's story can affect childrens so much. Stated by Dore *et.al* (2017) that previous studies have demonstrated at least one effect of stories on children that goes beyond reading: children learn some new knowledge. According to additional studies, children can acquire new facts about natural selection and other evolutionary ideas via picture books. Children also acquire unique causal truths and problem-solving techniques through stories, however story-related elements temper these benefits.

Reading children's story books can be a way to build good character in children so that they can overcome the decreasing in character values that has occurred in Indonesia. Children's story books that contain character values can be used as an application of character education. Savitri (2021) stated that one of the efforts to build the character of future generations is to create readings that contain good moral values so that they are well conveyed to children. So do Hizraini *et.al.* (2022). They stated that meaningful character-building lessons must be included in the stories' plots.

In education field, stories serve as effective teaching tools that assist transmit and embed desired habits in the human psyche. Assumed by Turan and Ulutas (2016) that a sustained human growth, in the opinion of teachers, depends on character education, which stories help. So, there is a possibility that stories can provide a way to building good character in children through the characters in the story.

Story has a crucial part in the socialization of children, the transmission of customs to future generations, and the extension of already-existing values. Turan and Ulutas (2016) stated that is because children like it when their parents or instructors read them, and because implicit messages help them understand cultural views and values. Additionally, stories educate children to the world of language, give them a sense of fulfillment overall, and make the experience enjoyable and interesting.

Children's literature is described as literature that is solely about children. Literature is an art form; not because of the subject matter it covers, but rather because of the creative perspective and the way the author transforms concepts. Literature only focusing on children is referred to as children's literature. Children's literature mostly refers to stories, poetry, rhymes, folk tales, and theater written specifically for children such as newborns, toddlers, and young people as the primary audience. Children's story books are one type of literary work intended for children's reading (Savitri, 2021).

A story contains five main fundamental yet significant components. Character, setting, story, conflict, and resolution make up the five elements. These elements are crucial to the quick and simple way of the tale and to the reader's ability to follow the action as it unfolds (Andriana and Rohmah, 2019).

The main component of fiction writing is the character. Fiction authors use character to drive and build storyline, narrate and create the novel and stories, and communicate ideas. A character's attribute can also be demonstrated through behavior,

conversation, appearance, and cognition. Stories may capture a wide variety of human behavior. Unique and diverse behavior is shown in the story's characters (Andriana and Rohmah, 2019). There are two types characters usually found in stories : good character and bad character.

Stated by Muhtar and Dallyono (2020), the core of a good character is being and giving. Being is tied to intrinsic values, such as honesty, bravery, peace-loving, self-reliability, discipline, and limit awareness, manifesting in behavior and the way a person treats others. Giving has to do with implementing or demonstrating qualities like being dependable, trustworthy, polite, loving, affectionate, sensitive, selfless, kind, friendly, fair, and generous. There are 17 educational values that can be found in children's story book (Hizraini *et.al.* 2022), such as (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent. , (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) appreciate achievements, (13) friendly/communicative, (14) love peace, (15) love to read , (16) care for the environment, (17) care for the social, and (18) care for the environment.

The previous study conducted by Sardiana *et.al.*. (2020) found there are 9 educational values in a fable story book. Previous study by Hizraini *et.al.* (2022) conducted by analysing the character education that can be found in a children story book titled "Linda Punya Kebun Pepaya. They found 8 out of 17 of educational value. The results of the two studies may be utilized as evidence that children's storybooks can be used as a tool for character education. Similarly, the research's goal is to evaluate the moral values taught in the children's book "I Love the Sun" in terms of character education.

METHOD

The subject of this study was the published children's story book titled "I Love The Sun" by Ganeca Next which containing 24 pages. This study uses a qualitative research approach with types content analysis research by analyzing the children's story book "I Love The Sun". This approach makes it easier for researchers to show an analysis of the value of character education contained in the book. The location in this study was carried out at home because the research is flexible so it is more effective and efficient because the object of research is a common story book for children. Primary data source

researcher is a children's story book "I Love The Sun". Here is the information about the data source.

Tabel 1. Data Source

Title	: I Love The Sun
Author	: Lara Fridani, S.Psi, M. Psych
Publisher	: Ganeca Next
Published Year	: 2009
No of pages	: 24

The values of character education studied include 18 values of character education, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) respecting achievements, (13) friendly/communicative, (14) peace-loving, (15) fond of reading, (16) environmental awareness, (17) social care, and (18) responsibility

RESULT AND DISCUSSION

Following a thorough examination of the plot, several mandates, messages, or moral ideals found in a literary work that are consciously transmitted by the author to the reader, either directly or indirectly, were identified. There are friendly or communicative character value found is 50%, environmental awareness is 25% and honesty is 25%.

No.	Utterances	Character Value
1.	<i>"Let's play with others, Polan! My mom said, morning sunlight is very good for our health," said Nesa. (page 12)</i>	Friendly/ Communicative
2.	<i>"The morning sunlight gives us vitamin D. Vitamin D can help our bones grow," replied Nesa. (page 12)</i>	Friendly/ Communicative

3.	<i>"...I'll turn of the light first. The sunlight has already brightened our house," said Gana. (page 7)</i>	Environmental Awareness
4.	<i>"I woke up late this morning. The sunlight had entered my room. So, I went to school in a hurry," explained Polan. (page 9)</i>	Honesty

Based on the results of the analysis, there are 3 forms of children's character education values found in the story book "I Love The Sun" which is described as follows.

a. Friendly or communicative

The value of friendly/communicative is an attitude that shows pleasure to get along with other people. According to Yaumi (2016) friendly or communicative is a character that can lead someone to build a relationship between ethnicity, race, religion and regional origin. But according to Ningsih and Mustadi (2018), a communicative attitude is different from a friendly attitude, yet a friendly/communicative attitude demonstrates a person's capacity to share his thoughts or a thinking with others through association. This kind of person develops into a significant capital in society.

Friendly/communicative values can be seen from Nesa's attitude. She doesn't only play with Polan or Gana, but also wants to play with others. Apart from that, Nesa is also communicative which is indicated by her volunteerism in sharing knowledge with Polan. As quoted below :

- (1) *"Let's play with others, Polan! My mom said, morning sunlight is very good for our health," said Nesa. (page 12)*
- (2) *"The morning sunlight gives us vitamin D. Vitamin D can help our bones grow, " replied Nesa. (page 12)*

We can indicate that Nesa is so friendly that she want to ask Polan to play with other friends. And again Nesa is so communicative that she able to explain the function of vitamin D to Polan and made him understand. According to Amelia and Permana (2021), there are four indicators for friendly or communicative

character value. It can be seen from their willing to talk to friends, becoming an active individual and participate in social, able to work in team, and lastly able to give opinion and listen to others.

The value of friendly/communicative attitude is good to be applied in everyday life. We as social beings must socialize with other individuals, because in essence, humans will always need help from other humans as social beings. The indicator of this value is happy to be friendly or proactive, having welcoming attitudes and actions towards others through polite communication.

b. Environmental Awareness

According to Nurlallah *et.al.* (2018), environmental awareness or care is the attitude and behavior of always attempting to protect the local natural environment and developing initiatives to remedy any environmental damage that has already happened. The usefulness of natural resources has been constrained by the scarcity of arable land and the many disputes that conservation efforts have caused among local communities.

This value can be seen from Gana's attitude. Based on self-awareness, she turned off the lights that weren't used in the morning. The purpose of these action is not to be wasteful and to save the energy. As quoted below :

(3) *"....I'll turn of the light first. The sunlight has already brightened our house," said Gana. (page 7)*

We can indicate that Gana carried out an activity that prevent the environmental damage. It is intended that children would be awakened from an early age to have concern for nature and the surrounding environment by quotations that demonstrate attitude caring for the environment. So that Ismail (2021) stated, The character of caring for the environment is necessary built in children. Amelia and Permana (2021) also stated that the criterion included phrases that discussed engaging in different forms of environmental harm avoidance.

c. Honesty

According to Emosda (2011), the traits of honest behavior include acting with a true or pure heart, speaking truthfully, and acting in accordance with the available facts and evidence. According to the Ministry of Education and Culture

(Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2015), the following behaviors are indicative of an honest character in education: (a) not cheating on tests; (b) not plagiarizing (copying or taking someone else's work without citing the source); (c) expressing feelings honestly; (d) submitting the findings to those with the right or authority; (e) making reports based on information or data as it is.

Honesty is attitudes and behaviors that reflect the unity between knowledge, words, and deeds and knowing what is true, says what is right, and doing what is right so as to make people concerned as a person who can be trusted. Proved in sentences as follows:

(4) *"I woke up late this morning. The sunlight had entered my room. So, I went to school in a hurry," explained Polan. (page 9)*

Based on the quote, it can be concluded that Polan told what actually happened. The fact that he woke up late and went to school in a hurry. He admitted that he did something wrong and responsible for the consequence. Yulianti (2020) stated that honest is attitudes and behaviors that reflect the unity between knowledge, word, and deed (knowing what is right, say the right thing, and do the right thing) thus making person concerned as a person who can be trusted. Also Amelia and Permana (2021) stated that the terms that linked to conveying something that involved feeling, confessing errors or failings, and being honest about what had truly occurred were the requirements for what was considered to be honest.

The importance of developing the value of honesty at a young age cannot be overstated. It is stated clearly by Savitri (2021) that children who can always be trusted in their words and deeds are created through the development of honest values.

CONCLUSION

Character education is important to build a good personality from children to be able to help mental preparation of children to face the surrounding environment. The value of character education is the values the value of goodness that will affect a person's

personality if applied to everyday behavior day. One of the efforts to build children's character is to create good readings contain good moral values.

Based on the results of the research that has been done, the research results show that the character values contained in the fable book which are the object of research include: friendly/communicative, caring the environment, honest. Children can be exposed to the ideals of character education through this book beginning at an early age. Children read more because of the unique story package that is embellished with intriguing drawings. Despite the fact that key character education principles are still absent, the story features many significant principles from previous character education.

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