

Strengthening the Character of Students through Product-Based Literary Learning

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Abstract. Building character is the main problem in education. A nation's education development strategy is, indeed, inseparable from the problem of human resources. Literary learning, as an inseparable part of the national development strategy in education, must be able to show its strategic meaning and play a solutive role in solving acute nation problems. Literary learning, which generally emphasizes the aspect of appreciation, must be accompanied by aspects of production. By emphasizing this aspect of production, students are engaged in creative activities when studying literature. Thus, students not only enjoy the literature but also act as creators of literature. In a more substantive and philosophical framework, this can change the students' mentality from being a consumer or audience to being a producer or creator. From the consumers' mentality become producers.

Keywords: *literary learning, character values, product-based, creative activities.*

INTRODUCTION

Character building is the main problem in education. More often than not, any type of education, whether it is formal, non-formal or informal, discuss the idea of an ideal person as someone who meets specific criteria to succeed in the present or future life [1]. In many discussions, the issue of character education is also linked to the ideals of forming a superior personality.

Etymologically, the word character comes from Greek "karasso," which means blueprint, basic format/shape, like a fingerprint. The word character contains an understanding of psychological traits, morals, and character that distinguish someone from others [2]. Character is intended as something inherent in the individual that is unique/distinctive. When associated with a person's personality, character means an individual quality that makes him unique. In character, there are dimensions of individuality that are internalized in the social dimension.

Character is a dynamic condition of the anthropological structure of an individual, who does not give up on his personal traits but make an effort to change or learn for continuous self-improvement. It is the freedom that enables humans to improve their character and develop themselves continuously [3].

Character refers to conscience as self-awareness to do good things. Thus, it is a personal quality, both given and obtained through the learning process. This includes psychological and personality traits. A person's character is a unique form of identity in his nature as a human being as well as an internal capacity that enables individuals to behave in a commendable and noble manner in accordance with the dignity of humanity concerning themselves, with others, with nature, and with God.

Character education must be carried out by involving three things together, which includes knowledge (cognitive), feeling, and action. Also, it must aim to improve personal qualities thoroughly based on three character education dimensions, namely individual dimension, social dimension, and moral dimension [3].

Literary learning can be used as a starting point for the cultivation of moral values, such as honesty, democracy, normalization, politeness, and so on. Literary works can have a positive effect if the students are required not only to read but also to understand the contents and meaning [4]. This certainly requires teacher intervention, both related to methods and giving examples. Through appropriate learning, appreciation activities as the main form of learning literature in schools can be a means for training and developing the intellectual, emotional, social, and spiritual intelligence of the students. This cannot be separated from the three important aspects of literary work, namely imagination, experience, and value.

Generally, literary learning emphasizes the aspect of appreciation that must be accompanied by aspects of production. Thus, learning literature can provide students with creative activities. Students no longer become the audience, but they can be a creator of literature. In a more substantive and philosophical framework, this can change the mentality from being a consumer to being a producer. Creativity in the field of literature as an inseparable part of the overall literary learning material in schools has a vital role in developing competency in a multi-faceted level. It must be followed by a result or product. In this case, there is a creative process involving students potential [5]. For this reason, the teacher must be able to facilitate students with creative learning models, who are able to explore the individual and social potential of the students. The products should have an impact on both students personal life and their social life. Clearly, learning literature focusing on making products

(e.g., poetry, short stories, or novels) can provide broader meaning in developing students' character.

The purpose of this study is to obtain a description of the product-based literary learning model and the character values generated from the learning process.

METHOD

The research was carried out with a qualitative approach by focusing on learning activities that indicated the strengthening of student character. The subject of this study was the 11th-grade students of Malang State High School 9 in the first semester of the Academic Year 2018/2019. Data were collected through observation and interviews. The main instrument of this research is the researcher, supported by observation sheets and interview guides. The instruments were used to examine the learning processes which involve creating literary works (short story), starting from preparation, development process, to the presentation of the literary works.

RESULT

Product-based literature learning model

The learning model is a context created by the teacher to facilitate students in carrying out learning activities. The learning model is built based on components of syntax, social system, support system, reaction principle, and learning impact [6].

The current study examined the literature learning in an Indonesian Language class of grade XI about. The topic was about "short story," with the basic competence of "Constructing Short Stories," and an allocation of 8 hours of lessons (4 meetings). This basic competency were: 1) determine the theme/idea and character of the short story; 2) determine the social context and the superiority or locality as a short story element; 3) create a story frame; and 4) creating short stories based on the materials/data.

Findings show that the product-based literary learning contained the following components of the learning model as.

Social System. Product-Based literature learning was developed based on student-centered learning. The learning outcome was literary products (short stories). The students had the opportunity to work either in groups or individually, but it is the responsibility of each student to produce a short story. Even in individual assignments, students were allowed to form small groups (5 to 6 people) as a place to exchange ideas and give suggestion in the process of creating short stories. The important things in the group formation were being egalitarian, open, and democratic.

Supporting System. The school (SMA 9) was located in an urban area, and students were familiar with the use of electronic devices, including laptop and android device. These devices were integral parts of the learning because they were used by the students to write short stories. Using worksheets (LK) files that had been prepared in advance, students wrote a short story step by

step, starting from brainstorming, composing the story basic patterns, to developing complete stories. Subsequently, the short stories were displayed in the school public spaces, such as parks, terraces, and halls).

Principle of Reaction. As the system and paradigm were developed, the teacher took on the role of facilitator, moderator, and motivator in the learning process. The teachers saw the students as the ones who have the knowledge and skills. It was because the students had prior knowledge from learning the basic material of short stories in the previous learning.

Syntax. Syntax includes the stages of learning. Basically, there were three stages of product-based literary learning for the development of student characters, namely the orientation stage, the writing process, and the exhibition of the works: 1) Learning Orientation. At this stage, the teacher' and students' perception of the learning objectives were synchronized. The students were expected to create short stories and present them in an exhibition. The activity began with brainstorming related to the basic knowledge of a short story and how to write it. Next, the class activity discussed how the story was developed, presented to the audience, and 2) Writing Process. At this stage, students worked in groups as efficiently as possible. There were some stages in the group activity, including expressing the ideas, the compilation of story frames, the development of stories.

The first stage was not easy. The students often had difficulty with finding ideas. In this case, the students were helped by the use of themed images. Students observed two images, one of which was the main image. Students were required to think critically by linking the two images. The purpose was to help the students formulate ideas, which they could use as the basis for making the story themes or the title of the short stories.

Worksheet 1: Determining the Story Themes

Source phenomenon/image (Set 2 phenomena/images that attract attention)	Critical Ideas (Write down your ideas from the results of critical interpretations of the two phenomena)	Basic Story Pattern (Write in 1 paragraph a brief description of the story of how the story begins and how the story ends)
• Phenomenon 1		
• Phenomenon 2		

Worksheet 2: Short Story Framework

The framework of Story Structure	Characters and Characterizations	Story Development
(Write a brief description of the story at each stage of the story event: use the flow stages)	(Write down the names of the characters and their characteristics: age, socio-economic; background/story setting)	(Describe the storytelling along with the choice of words and the delivery style which can create dramatic impressions)
• Exposition		
• Conflict		
• Complications		
• Climax		
• Decrease		
• Settlement		

The second stage was the preparation of the story frame. At this stage, students were given a second worksheet (LK-2) in the form of a basic story frame table. Students started doing their activities by using their laptop or Android device by filling in the columns in the table.

Each student was required to complete LK-1 and LK-2 in groups. The group was their 'home' for discussion when they had problems regarding the short story writing. They asked questions, confirmed something, or asked for a suggestion, or review their friends' works (peer reading).

The final step in the story development stage was editing, which focused on giving peer suggestions, giving titles, and adjusting the script format for the exhibition. During these activities, the teacher was monitoring, motivating, and facilitating the students.

Short Story Exhibition. Short story exhibitions by students were the final part of the learning process. For the exhibition, the students worked in a team where each student was assigned to do specific tasks, including the preparing the manuscripts, preparing the exhibition places, preparing the presentation, attracting the visitors, and managing the opening and closing of the exhibition.

Character Development as Impact of Learning

Based on the observations and interviews, it was revealed that certain character values were built through product-based literary learning. The character values include integrity, independence, mutual cooperation, nationalism, and religious value. These five fundamental character values were the core values in Indonesian education. In this context, product-based literary learning was relevant to the vision of developing student characters.

The value of integrity was developed through the students' commitment to complete their work and realize the goals of the exhibition of their own short stories. There were many activities they did, starting from the preparation of short story products to preparing the exhibition to be enjoyed by visitors.

The value of independence was developed through ongoing learning activities that require personal engagement. Although the students worked in groups, the students had individual responsibilities, that is, writing short stories. They did not depend solely on the group, because it functioned as a place to exchange ideas and give each other a favor. Each of the students was involved in preparing and organizing the exhibition.

The value of mutual cooperation was developed through various collaborations since the learning process began until the exhibition was completed. The students seemed proud of the results. Also, they seemed to enjoy the process without feeling uncomfortable when their works were displayed in the exhibition and enjoyed by the whole members of the school. Mutual cooperation was also apparent in their story themes. Some of the

stories raised the issue of sympathy and social empathy towards distress and poverty.

Another important value learned by the students was nationalism, which was also the theme of some of the short stories. The technical guide of writing short story include national culture so the students would expand their horizon, increase their awareness and pride of the national culture. The process of strengthening students' nationalism occurred when they interact with other students in groups where they learned from each others' feedback and criticism.

Lastly, religious values were learned and developed through students' involvement in the learning process, as well as the themes of the short stories they chose. The themes of the short stories were often based on the principles of the beliefs in God Almighty. The relationship between action and consequences, or the causes and effects reflected in the storyline aimed at raising awareness of religious values.

CONCLUSION

Based on the results of research and discussion, the learning process designed in the product-based literature learning can strengthen the character of students. The students are actively engaged in the learning process, practice what they learn, and achieve the expected learning outcome (writing a short story). During the learning, students are aware of their responsibilities, either as an individual or as a group member. They follow every stage, from the orientation stage to the short story exhibition stage. It can be said that based literary learning can develop important character values, including nationalism, religious value, mutual cooperation, independence, and integrity.

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