

# Character-Building Values in Indonesian Fairy-Tale Textbooks of Junior High Students

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**Abstract**—Indonesian language teaching has been developed based on the character-building approach. One effort made to develop and instill the character-building values to students is by optimizing a literary appreciation through fairy-tales in the learning process at school. The character-building values integrated in the fairy-tale textbooks are stated in the material content presentation and learning activities. However, the textbooks used in the learning activities have not completely provided the character-building values. This research is aimed to describe character-building values contained in the Indonesian fairy-tale textbooks for junior high school students. The data collection was carried out by observation, interviews, and document analysis. The method research was descriptive qualitative. The data validation test used triangulation test. The data analysis technique used interactive data analysis. The result of the study showed that the textbooks used by junior high teachers have not completely provided character-building values in the fairy-tale appreciation materials.

**Keywords:** *character-building, textbooks, fairy-tale appreciation*

## I. INTRODUCTION

Character-building values is a whip that can give meanings in a real life. Those values colour the life reality with the new perspectives. As for students, it can be used to motivate the students in implementing their learning plans and educational purposes. Traditionally, character-building values have been delivered by parents and environment through daily communication activities. Meanwhile, in education, those values are compulsorily given by the teachers since learning through technology and materials is not enough. Therefore, we have to renew and develop our attempts in educating students. As a teacher, we should create teaching and learning process which can support the students' expectation. One effort that can be made by the teachers is by using textbooks which can facilitate the learning process in developing character-building values. These textbooks are expected to base character-building values, that those do not only present materials, examples, and exercise, but also those apply the character-building values in every material presentation.

Character-building textbooks are expected to be a facility in the learning process in developing their competence because the textbooks introduce all series of materials through

character-building values that can be used as a source of a better learning experience. Further, the textbooks are expected to give an important alternative in the learning process that can make the students able to explore and comprehend the character-building values while they are involving themselves during their school times. This statement is in line with Joyce and Weill, who suggested that the essence of learning besides to reach the instructional objectives of the students, it also to reach nurturant-effect [1]. The process and result of nurturant-effect obtained by the students by introducing and applying those values as the daily experience of the students.

Stated that urgency of character-building values can be identified if the students understand the character-building values as the plus manner education, namely involving knowledge, feelings, and actions aspects [2]. Without the three aspects, the character-building effort will not be effective. Through the continuous and systematic implementation of character-building values, the students will have a better emotional intelligent. This study is then developed by Hansjorg in his research result that a fairy-tale can facilitate children to control their emotion and social competence [3]. The combination of simple forms and complex content make the fairy-tale become a potent weapon to control their emotion so that it enables the children to connect with their own experiences. However, in the reality, this condition has not fully been realized yet. Based on the facts, it is known that Indonesian language textbook selection which have been used so far are still textual, especially in the fairy-tale appreciation materials which only give short materials and exercises. The students have not directed to the learning experiences which are relevant to the students' characteristics. The materials given are not really suitable with the students' environment so that they have difficulty in describing the contents.

The condition causes worse effects since the students have got accustomed to memorizing and using non-active learning activities. This gives effects on the low motivation of the students in participating the classroom activities. Besides, the textbooks used by the teachers in the learning process only use one textbook for both the language and literary aspects so that the material for fairy-tale appreciation is only restricted on the textbook. In the presentation, the textbook is not interesting and innovative that makes the students are lack of enthusiasm towards the textbook. Based on the condition, motivation of the

students for their achievements need to be increased by applying character-building approach in order that the negative attitude of the students which can impede the students' success will not occur [4]. Another research related to character-building based education is also done [5]. In this research he stated that the implementation of character-building in the learning process can give positive impacts towards the students in achieving the successful learning process because the risky factors which affect the students' failure in the learning process is basically on the characters itself, namely the feeling of confidence towards selves, teamwork skills, social skills, a capability of focusing on one something, empathy, and communication skills.

Based on the problems related to the learning process, I am interested in conducting a research entitled Character-Building Values in Indonesian Fairy-Tale Textbooks of Junior High Students. The implementation of the character-building textbooks become very important, considering that the existence of the books can not only be the learning material facilitating the learning process, but they can also become the guidance for the plurality of Indonesia. The essence of plurality of Indonesia is the noble values of Pancasila as the spirit, personality, and identity of the nation. Therefore, the study in the textbooks are directed in the improvement of the contents of the fairy-tale textbooks which base on the national character values suited with the central theme of the national education.

**II. METHOD**

The research method used descriptive qualitative method. The descriptive and qualitative method was designed to describe character-building values which are contained in the Indonesian fairy-tale textbooks for junior high students. The subjects of the study were Indonesian fairy-tale textbooks for junior high school students. The objects of the study were the character-building values in the fairy-tale Indonesian textbooks

for junior high school students. The technique of data collection was carried out by observation, interviews, and document analysis. The data validity test used triangulation test [6]. Methods, sources, member checking and persistence observation. The data analysis used interactive data analysis which covers three research stage, namely data reduction, data presentation, and conclusion.

**III. RESULTS AND DISCUSSION**

Character-building values in the Indonesian fairy-tale textbooks that have been used by junior high students in the fairy tale appreciation activity were derived based on the interviews and observation. The following is the result of research and discussion:

**A. Research Result**

The research result showed that the quality of Indonesian fairy-tale textbooks used by junior high students are not accompanied by the implementation of character-building values. There are some Indonesian fairy-tale textbooks for junior high students which have implemented character-building values presented explicitly and implicitly. However, only few values that are contained by the textbooks. Meanwhile, The Ministry of National Education has formulated 18 character values that should be instilled in students' personality as an effort to build the nation's character, namely: (1) religious, (2) honest, (3) tolerant, (4) disciplined, (5) hard-working, (6) creative, (7) independent, (8) democratic, (9) curious, (10) nationalistic, (11) patriotic, (12) appreciative, (13) communicative, proactive, (14) peace-loving, (15) love reading, (16) environment caring, (17) social caring, (18) responsible. The following are character values in Indonesian fairy-tale textbooks for fairy-tale appreciation for the seventh grade of junior high students.

**TABLE I. CHARACTER VALUES IN INDOONESIAN FAIRY-TALE TEXTBOOKS FOR FAIRY-TALE APPRECIATION FOR THE SEVENTH GRADE OF JUNIOR HIGH STUDENTS**

No	Title	Character
1	<i>Buku Sekolah Elektronik Bahasa Indonesia untuk SMP? MTS Kelas VII (Atikah Anindyarini dan Sri Ningsih)</i>	Character-building values showed in the quotation only are only explained in the educational values. The presentation is not accompanied by a theory explanation and examples. From here, it can be seen that the short material presentation cannot help the students learn the values themselves through the parables.
2	<i>Buku Sekolah Elektronik Aktif Berbahasa Indonesia untuk SMP/MTs Kelas VII (Dewi Indrawati dan Didik Duriyanto)</i>	Character-building values applied in the quotation is explicitly stated in the relevancy of the fairytale content which always emphasizes that noble values, moral values that goodness always wins against wickedness, a sacrifice of a mother, and a cleverness in facing problems. The presentation can help the students understand character values applied in the real life and then implement them in their daily life.
3	<i>Buku Sekolah Elektronik Membangun Jendela Ilmu Pengetahuan Bahasa dan Sastra Indonesia 1 SMP/MTs Kelas VII (Dwi Hariningsih, Bambang Wisnu, dan Septi Lestari)</i>	Character-building values shown in the quotation is elaborated implicitly which is conveyed with an example presentation, namely in the subject of fairy-tale listening. The character-building values are implied through the characters of the story. Character values which are applied in the example can help the students understand the character building values that can be applied in the daily life and make them as experiences of life.
4	<i>Buku Sekolah Elektronik Contextual Teaching and Learning Bahasa Indonesia Sekolah Menengah Pertama Kelas VII Edisi 4 (Endah Tri Priyatni, Yuni Pratiwi, Syamsul Sodik, dan Sumiyadi)</i>	quotation are stated explicitly that are delivered through a learning process showing the content relevancy of the fairytale with the present condition. There are noble characters, moral values, and a kind-hearted character. Character values that are explicitly explained and accompanied by examples will enable the students to comprehend the character values so they can apply them in their daily routines.

**TABLE I. Cont.**

No	Title	Character
5	<i>Buku Sekolah Elektronik Bahasa dan Sastra Indonesia 1 untuk SMP/MTs Kelas VII (Maryati dan Sutopo)</i>	Character building values shown in the quotation is explained implicitly. It is delivered by the teacher in the learning activity of listening to fairytales, that is explained <i>dongeng itu mempunyai amanat/pesan (Fairytales have lessons)</i> , the lessons and moral values related to character building values. The explanation is not accompanied with theories and examples. The mentioned presentation cannot really help the students learn to comprehend the character values by themselves so that they cannot apply them in their daily life.
6	<i>Buku Sekolah Elektronik Bahasa Indonesia Jendela Ilmu Pengetahuan Kelas VII SMP/MTs (Romiyatun dan Ismoyo)</i>	The character building values applied in the quotation are explained explicitly in the learning activity of the content relevance of fairytales with the present condition that there found some values, namely moral values, the educational values are presented by the characters of the story and events happening in the story. The mentioned presentation can help the students comprehend character building values to be applied in the daily life and make them as their life experience.
7	<i>Bahasa Indonesia untuk SMP Kelas VII (Nurhadi, Dawud, dan Yuni Pratiwi)</i>	Character building values appearing in the textbooks are explicitly expressed in the material presentation that are illustrated through the characteristics of the characters of the story. In the story, there are noble character values such as religious values, humanity values, social life values, and nature values. Those character values are expressed briefly and are not accompanied by explanations and examples. The mentioned presentation cannot really help the students learn to comprehend the character values by themselves so that they cannot apply them in their daily activities.
8	<i>Bahasa Indonesia SMP/MTs Kelas VII (Titik Harsiati, Agus Trianto, dan E. Kosasi)</i>	Character building values that are selected in the quotation are mentioned in the literary appreciation of fairytales and fable creations that contain some character values such as social, communicative, proactive, tolerant, peace-loving, nationalistic, honest, and disciplined. These character building values are explained and accompanied by examples and continued with examples that can help the students comprehend the character building values so that they can apply them into their daily activities and make them as experiences in the real life.

### B. Discussion

Basically, the textbooks used by the teachers in the teaching and learning process have the similarity, the total books that are used are 8 books, namely *Buku Sekolah Elektronik Bahasa Indonesia untuk SMP/MTs Kelas VII* [7], *Buku Sekolah Elektronik Aktif Berbahasa Indonesia untuk SMP/MTs Kelas VII* [8], *Buku Sekolah Elektronik Membangun Jendela Ilmu Pengetahuan Bahasa dan Sastra Indonesia 1 SMP/MTs Kelas VII* [9], *Buku Sekolah Elektronik Contextual Teaching and Learning Bahasa Indonesia Sekolah Menengah Pertama Kelas VII Edisi 4* [10], *Buku Sekolah Elektronik Bahasa dan Sastra Indonesia 1 untuk SMP/MTs Kelas VII* [11], *Buku Sekolah Elektronik Bahasa Indonesia Jendela Ilmu Pengetahuan Kelas VII SMP/MTs* [12], *Bahasa Indonesia untuk SMP Kelas VII* [13], and *Bahasa Indonesia SMP/MTs Kelas VII* [14].

The assessment is done based on the assessment guidance that has been made before. The points of assessments are: (1) the fairytale textbooks, covering themes, plots, characters, settings, and point of view and character building values, (2) the materials cover the learning purposes that are suitable with the curriculum, the ordered, systematic, and thorough material presentation (introduction, discussion, and closing), material presentation, questions for the exercises, and assessments that are suitable with the target of learning purposes and the ability of being implemented to the students, and the relevancy with their materials, fairytales and pictures which mentioning the references, and the recent references, (3) language and the readability, including the use of accurate Indonesian and the language agreement.

Based on the results of the observation and interview that were done, it is found that most textbooks that are used by the teachers and students are only the textbooks that are provided by the government and fairytale books. The textbooks are not thorough and detailed in the terms of theoretical contents and not accompanied with examples appreciating fairytales and explanations of the character building values. There are 18 character-building values that are stated in Kementerian Pendidikan Nasional that should be instilled in the students' personalities as an effort to build the nation character, yet they are not explained in the textbooks. The material presentations of literary appreciation of fairytales that are used by the teachers and students only contain a few of the character-building values, and the implementation of character-building values are presented by brief theories and applied in the analysis of the fairytale examples. However, not all of the learning materials have applied the character-building values in every material explanation and example. There are material explanations that have not applied the character building values. This causes the students' knowledge of the fairytale appreciation and knowledge of character building values are limited. In the teaching and learning process, without using the textbooks, the students will difficulty in understanding the learning materials. Thus, the result of this research can be made as a consideration for the fairytale textbooks development for junior high students that can facilitate the students and teachers in the teaching and learning process so that it will reach the target of the learning purposes.

#### IV. CONCLUSION

Based on the explanation, it can be concluded that character-building values in Indonesian fairy-tale textbooks for junior high students which have been used so far do not satisfy the needs. The explanation about the implementation of character-building values are still limited. Therefore, it needs improvement related to the fairy-tale textbooks based on character-building values. It is expected that by the existence of the textbooks, they can be used to facilitate the teaching and learning activities.

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