



Reception of Students to a Collection of Short Stories with the Theme of Kompas Social Dynamics in 2021 to Improve Moral Education in High School

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Abstract. *Purpose:* This research was conducted to find out the reception of SMA Negeri 1 Ngawi students to a collection of short stories with the theme social dynamics chosen by Kompas in 2021 where this is used as a guide to improving moral education in high school.

Methodology: The method used in this research is descriptive qualitative which describes the natural condition of the object. The data collection technique in this study used questionnaires which were distributed via social media to students of SMA Negeri 1 Ngawi which were then analyzed by compiling the questions asked, presenting the data that had been received by drawing conclusions. The analysis is then associated with social dynamics in moral education by showing the results of the respondents in the form of pictures and tables. Meanwhile, the data source used is in the form of 6 short stories in a collection of short stories with the theme social dynamics chosen by Kompas in 2021.

Results: The results showed that of the 38 respondents, most of them knew and understood the moral values contained in the collection of short stories with the theme of social dynamics chosen by Kompas in 2021, where the moral messages found are related to good deeds in life.

Applications/Originality/Value: The results of knowledge about the reception of SMA Negeri 1 Ngawi students towards a collection of short stories on the theme of social dynamics chosen by Kompas in 2021 are used as a guide to improving moral education in high school.

1 Introduction

Education plays an important role in building the morale of the nation's children, plus education helps in realizing the process of developing oneself to have abilities and skills in the life of the nation and state. Education is responsible for the personality problems of the nation's children, because the main task of education is to pass on the noble values of the nation [1]. For Indonesia, education is expected to shape the character of its generation [2]. However, with the development and changing times, the implementation of education is increasingly neglected, especially in moral education for the younger

generation, including high school students. The problem of moral education is a concern for all people, because this problem fills human life whenever and wherever [3]. If we look back, moral education in Indonesia is not completely free from threats that can reduce the quality of the Indonesian nation itself. Moreover, today's young generation commits many deviations such as drug abuse, disturbing society, disrespecting parents and other immoral acts [4]. Deviations in the school environment indicate that there is still a high level of moral conflict in schools. Moral conflict is friction between moral values and principles with immoral behavior [5]. This event is due to moral education in schools that is less effective and neglected. Agus Zaenul put forward the idea that there are several factors that affect the moral quality of students, such as the example of teachers, parents and society as well as other factors such as the lack of concern from state leaders for education [6]. To deal with this morality crisis, the implementation of moral education needs to be strengthened and must receive special attention.

The flow of information that flows in the current era of globalization is very fast and rubs against cultural values, thus influencing human attitudes and behavior [7]. This has positive as well as negative impacts on the dynamics of social life because globalization affects social change. Globalization also affects changes in the school environment [8]. Especially for high school students, because information that is not properly filtered can have a negative impact on student moral development so that preventive action is needed to ward off existing threats and improve moral education for students. This high school period is a transitional period towards the level of early adolescence, so students are looking for identity and adjusting to their changes [9]. For example, the attitude of tolerance is getting weaker, and one of the reasons is the low sense of mutual respect, respect and tolerance [10]. School is a place to encourage improvement, one of which is social change [11]. Instilling things related to morality should have been taught long before the child could make his life choices. The use of literary works as a medium for moral learning is no stranger. Literary works are created as a form of entertainment for readers and connoisseurs. Literary works are formed as a result of the creativity of an author contained in writings. Elements in a literary work such as the author and his environment make a literary work a social reflection in a community [12]. Literary works have a higher value if they contain moral values that can inspire their readers. On the smallest scale, it can provoke the reader's sympathy to understand the moral value of the issues contained in the writing, until at a later stage it directs the reader to be more empathetic when facing similar issues and become a lesson in social life. Some people think that literature can evoke empathy, deepen a sense of togetherness among human beings and foster a sense of humanity. The writer finds that there is a positive relationship between literary fiction and empathy [13]. Messages in literary works are based on the author's anxiety about the social conditions of society. Recently, the popularity of literary works that focus on biographical narratives related to moral education has increased [14–16]. Therefore, it is not uncommon for literary works to be used as supporting materials for teaching and learning activities. Literary works also teach to manage emotions, this is very well applied to students to have strong empathy.

Literary work is also closely related to reception, which is one of the thoughts in literature that examines its contents by considering the reader as the respondent [17]. Literary reception is also called reader response, because the focus of this literary theory

is on the reader's response and not his work [18]. By considering the background of using short stories as teaching material for students of SMA Negeri 1 Ngawi in order to improve moral education for students, the authors formulate the problem as a reference for research to be carried out. The formulation of the problem includes 1) To what extent do the students of SMA Negeri 1 Ngawi understand the message in the collection of selected short stories by Kompas in 2021? 2) Can the moral message that the author of the selected collection of Kompas 2021 short stories want to convey affect the increased sense of empathy for SMA Negeri 1 Ngawi students in their daily lives? 3) Is the collection of short stories selected by Kompas 2021 still relevant and suitable for current high school teaching materials? Therefore, through this research, the author would like to convey an interpretation as to how far students have an understanding of the moral values contained in the 2021 Kompas selection of short stories with the theme of the dynamics of social life, in line with efforts to improve moral education in high school, which also serves as information to readers so that it can be useful for the benefit of all readers. Either in terms of adding insight, or maybe it is hoped that it can become a reference for writing similar articles in the future. Apart from that, this research examines in more depth whether it is effective if short stories are used as a method of teaching materials in moral education in schools and examines whether or not short stories are suitable for use as a medium of moral learning for high school students.

This study uses the theory of literary reception and moral education. The theory of literary reception was introduced as a literary genre used in giving meaning to literary works [19]. Likewise with the theory of moral education is an attempt to provide teachings about good ethics, character and morality so that later they can have self-development capital. Moral values are not only tangible in social criticism, but also in religious messages [20]. These two theories will later become a guide for discussion in this topic. The discussion will explain the results of the questionnaire originating from high school students, then linked to the two theories used so that it becomes research that is relevant and in accordance with the goals and benefits you want to aim for. The theory of literary reception aims to allow researchers to find out an evaluation of the short story Kompas in 2021, while the theory of moral education aims to enable researchers to assess the themes of social life in short stories that can affect the morale of high school students. Another research that is used as the basis of reference in this study is that conducted by Aritionang entitled "*Analisis Pendekatan Resepsi Sastra Terhadap Novel 'Chairil Tanjung Si Anak Singkong'*" (Analysis of the Literary Reception Approach to the Novel entitled "Chairil Tanjung Si Anak Singkong") with the results after reading the novel with the title *Chairil Tanjung Si Anak Singkong*, with the reception approach is that this novel is said to be a soul-building inspirational novel because its content is related to motivation to build oneself to be better [21]. The emotions of this novel are well conveyed because this novel is based on the story of someone's life. Emotions are also conveyed well because the description from the author is very touching to the point where the reader is swept away in all the emotions that the novel produces. The next research is "*Teori Pendidikan Moral Menurut Emile Durkheim Relevansinya bagi Pendidikan Moral di Indonesia*" ("The Theory of Moral Education According to Emile Durkheim and Its Relevance to Moral Education in Indonesia") by Setia Paulina Sinulingga and concluded that in order to become a moral person, one needs to have three

elements, namely discipline, attachment to a group, and autonomy [22]. The element of discipline teaches to take care of actions that are momentary in nature. If discipline is described as the “father”, then attachment to the group is the “mother” in the social sphere. The last element is autonomy. Restricted behavior is not because it is not good, but behavior that denies autonomy.

Among the many types of literary works that we know, short stories are examples of literary works that are quite unique. Short stories are short, concise forms of prose, containing no more than 10,000 words and can be read in more than half an hour [23]. The short story itself is categorized as one of the non-factual fiction literary works because it is the result of the imagination or thought of a writer. Even through short stories one can know the existence of life within the scope of society at one time, even if only from certain sides. Short stories are built from intrinsic and extrinsic elements [24]. The intrinsic elements of a short story consist of characters, plot, setting, theme, message, and language style. Just like other literary works, short stories are prose whose meaning/message is related to social problems. This is motivated by social problems which are usually the theme of short stories [25]. In short story learning media it can be a support for teaching and learning activities in high schools [26]. Nofiyanti stated that short stories are one of the strategic media in developing character education [27]. By reading a story, emotions will be provoked, so that an affective impression will emerge from the story. Bal and Veltkamp also found the same thing that readers feel the emotions conveyed from the story make them more empathetic [28]. Likewise for high school students, reading will sharpen their feelings, reasoning and sensitivity to their culture and environment [29]. So it is hoped that the students will grow as someone who cares about morals.

The response that emerged and the response to this literary work has also been going on for a long time both orally and in writing. Thus, the approach in studying literature that gives the main attention to the reader is a pragmatic or receptive approach. Because literally, literary works are written to be addressed to readers [30]. The short story elements in Kompas's 2021 short stories are: 1) theme, 2) plot, 3) character, 4) character, 5) background, 6) point of view, 7) mandate, 8) style of language, 9) conflict-causes. These elements become the requirements for a writing structure that must exist in a short story, so that later the short story can captivate the reader like the theory used in this study and can captivate the reader like the theory used in this study. The scientific study that is relevant to this research is the research entitled “*Pengaruh Pembelajaran Sastra Kreatif 3 Berbasis Karakter terhadap Pengembangan Karakter Siswa di Madrasah*” (“The Influence of Creative and Character-Based Literature Learning on Students' Character Development in Madrasas”). The results of this study indicate that learning aspects of literature influence students' attitudes, behavior and personality. This research is proven by the correlation between learning aspects of literature and character development of 0.373 with a significance of 5%. This value illustrates that it is important to teach literature in schools so that students are able to overcome the moral crisis experienced by the surrounding community [31].

Moral education is a special form of life, a purposeful and purposeful activity which has the characteristics of existence between reality and possibility. For decades, moral education has become a practice that puts students at the center with a focus on fostering

independence and cultivating interdependence [32]. Moral education is a broad focus of discussion. Not only spiritual matters, moral education also involves social issues. In dealing with other people, we need to understand the thoughts and emotions of others. Empathy can be considered as an effort to increase our understanding of other people's emotions [33]. Thus, moral education does not only focus on ethics, spirituality and morality but is much broader, and needs to be studied further through published short stories, in this case, namely Kompas.com electronic literature media. In England, character education is an issue that is often debated. Some people consider character education to support resistance to structural inequality [34]. Character education is built as an effort to develop human resources to be able to live in society properly. White & Shin say that in England the role of young people as moral actors is limited [35]. What is being done is limiting the behavior of young people to obey the rules as a control in social behavior. Therefore character education focuses on goodness which enables students to become good students. Such as being able to work together, having respect, being wise, and being able to understand learning material well. Character education in schools can be focused on three pillars, facilitating the development of characteristics, exposing students to certain subjects, and facilitating the development of students to make decisions [36].

2 Method

This research uses a type of qualitative descriptive method. That descriptive qualitative research is expressed in sentences or words [27]. Thus, the qualitative description in this study is in the form of describing informal affixation forms to tweets on Twitter social media which are used as Indonesian language teaching materials in high school. Data collection was carried out for 2 months, from September to October 2022. The subject of this study was uploading tweets on social media Twitter. Documentation, reading, observing, and note-taking techniques are data collection techniques in this study. The first step of the researcher is to document uploads on Twitter social media tweets that contain informal affixations. After that, the researcher reads and then listens to the data that has been obtained, then the data is recorded. The data analysis method used by the researcher is the referential and translational sub-type equivalent method. The referential equivalent method is used to analyze the meaning of affixes, while the translational equivalent method is used to show the equivalent between formal and informal affixes.

3 Result and Discussion

Social dynamics carry out transformations in social life where developments can be slow or very rapid. This phenomenon can lead to prosperity, it can also be a cause for the emergence of discord. For example, if the competition is getting busier, then everyone flocks to want to be the best, even in a school environment where all students compete regardless of tolerance and differences, this can lead to higher intolerance. Lack of concern for friends who are being bullied, not helping friends who are sexually harassed, between schoolmates or even one class fighting each other, if allowed to continue it will diminish and the moral values of the nation's children will fall. Whereas peace will always

be the main goal in life. Moral values are one example of values that can maintain peace in society. There needs to be reinforcement in moral learning for everyone. Therefore, the reception to a collection of short stories with the theme of the dynamics of social life chosen by Kompas 2021 will describe 3 aspects. The first is the extent to which the students of SMA Negeri 1 Ngawi understand the message in a short story, how the moral aspect is formed through the short story, and how emotional the respondents are after reading the short story. The questions asked to complete the preparation of this research article can be seen in Table 1.

The first question is an opening question before the respondent answers the main question. Meanwhile, to be able to answer the questions afterwards, the respondent must

Table 1. List of questions asked

No	Question
1.	Kelas berapa Anda sekarang? (What grade are you in?)
2.	Apakah Anda pernah mendengar atau membaca cerpen tersebut di sekolah? (Have you ever heard or read these short stories at school?)
3.	Apakah kamu paham isi cerpen tersebut? (Do you understand the contents of the short stories?)
4.	Apakah cerpen-cerpen tersebut menarik? (Do you think the short stories are interesting?)
5.	Manakah judul cerpen favorit Anda? (Which is your favorite short story title?)
6.	Apakah cerpen-cerpen tersebut memiliki nilai moral dalam ceritanya? (Does the short story have moral values in the story?)
7.	Apakah Anda memahami nilai moral dalam cerpen tersebut? (Do you understand the moral values contained there in?)
8.	Sebutkan nilai moral yang Anda ingat dan cukup membekas setelah membaca cerpen-cerpen diatas yang memungkinkan untuk Anda terapkan dalam kehidupan sehari-hari. (Mention the moral values that you remember and left an impression on after reading the short stories above that allow you to apply them in your daily life)
9.	Menurut Anda, apakah nilai moral dalam cerpen ini dapat menginspirasi Anda untuk menjadikannya pedoman dalam kehidupan sehari-hari? (In your opinion, can the moral values in this short story inspire you to make it a guide in everyday life?)
10.	Apakah cerpen-cerpen ini memiliki kekurangan? Jika iya, tolong dijelaskan (Does this of short stories have any weaknesses? If so, please explain briefly)
11.	Menurut Anda, apakah kumpulan cerpen ini cocok dan efektif dijadikan bahan ajar siswa SMA? (In your opinion, is this collection of short stories suitable and effective as teaching material for high school students?)

read the text of the short story that we have provided. The second question “Have you ever heard or read these short stories at school?”, the third question “Do you understand the contents of the short stories?”, and the fourth question “Do you find the short stories interesting?” where these questions test the respondent’s understanding of a message in a short story. This will focus the focus of the respondent on the message of the short story when reading the short story that has been provided. The fifth question is, “Which is your favorite short story title?”, the sixth question is “Does the short story have moral values in the story?”, the seventh question is “Do you understand the moral values contained in it?”, and the eighth question “Mention the moral values that you remember and are quite memorable after reading the short stories above that allow you to apply them in your daily life” focusing respondents on any short stories that have inspiring stories. Besides that, it is also to focus on answering the second problem formulation”. The ninth question is “In your opinion, do the moral values in this short story inspire you to make it a guide in everyday life? You don’t like it? If so, please explain briefly”, and the eleventh question “In your opinion, is this collection of short stories suitable and effective as teaching material for high school students?” tested respondents’ reception of the idea of developing moral education through literature. The last three questions will answer the last problem formulation in this research.

Therefore the results of the questionnaire really reflect the actual situation which can be seen in Fig. 1. Before entering the core of the question, an opening question is given in the form of “Have you ever heard or read these short stories at school?”. Opening this question as a reference to what extent the lessons of literature have been applied to the respondents. And the answer given by the respondents was that 63.2% of the respondents had read or at least heard the titles of these short stories. This proves that for some students, the short stories used as the subject of this research are familiar, so they will be easy to understand. Meanwhile, 36.8% of respondents answered that they had never read or even heard of the titles of the short stories. This is good because it can assess whether this short story is really appropriate and suitable to be used as teaching material in high school.

Based on the results of data collection that has been done through the previous Google Form, we have obtained 38 respondents. The respondents were students from SMA Negeri 1 Ngawi with a percentage of 60.5% of grade 11 students and 39.5% of grade X students. The best combination in this study was because they could see views that did not only go through one level. These two levels will represent the population of

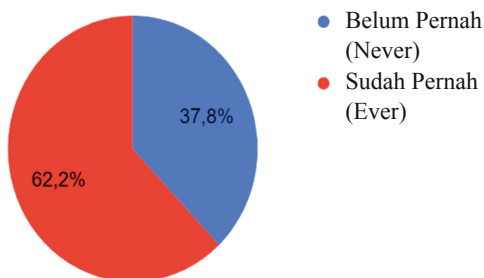


Fig. 1. A diagram of the listening/reading skill questionnaire in the designated short stories

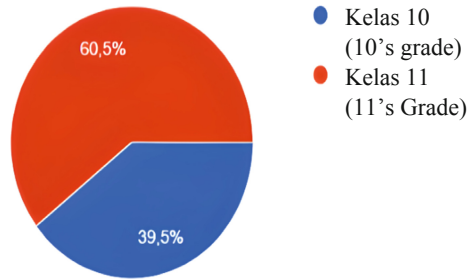


Fig. 2. Student percentage chart by class grade.

class X and class XI. The population is referred to as the unity of the research object. The population consists of subjects and/or objects that have certain qualifications, these qualifications are determined by the researcher. The population contains more specific characteristics because the number is wider. The sample is a small part of the population with similar characteristics. The sample is usually referred to as a snapshot of the original population. Comparison of the two can complement the results of this study so that the conclusions obtained will be better, as shown in Fig. 2.

3.1 Students' Understanding of Kompas Selected Short Short Stories in 2022

In reading short stories, every reader must have a different view of the meaning and message of the short story. The message itself is an implied message from the writer of a literary work that he wants to convey to the reader, including in short stories. Thus, one of the outputs that the author hopes for is from the understanding of the students of SMA Negeri 1 Ngawi regarding the message in the selected collection of Kompas short stories for 2021, which can foster a desire within themselves to do positive things. This can help in building student character not only through education. In addition, character becomes one of the supports in efforts to overcome emotional tension within oneself. Therefore, the message conveyed through short stories needs to be well understood and applied by readers in forming civilized personalities in everyday life. In this regard, this study has shown that there is an understanding of the students of SMA Negeri 1 Ngawi on the message in a collection of selected short stories by Kompas on the theme of the dynamics of social life in 2021. Based on the results of the questionnaire that has been distributed, we see the views of students on the understanding of the message and the content in the short stories. Kompas' choice of the theme of the dynamics of social life in 2021 and the result is that 22 respondents answered they quite understood, 8 respondents answered they understood, 6 respondents answered they did not understand and 2 respondents answered they really understood which can be seen in Fig. 3.

More than half of the respondents, namely 94.7% of respondents, also answered that in relation to the mandate, a collection of selected short stories by Kompas on the dynamics of social life in 2021 had moral values written in them as shown in Fig. 4. Respondents' understanding was evidenced by filling out the questionnaire in the questions "Which is your favorite short story title?". Because the respondents included each of their favorite short stories from Kompas' selection of short stories with the theme

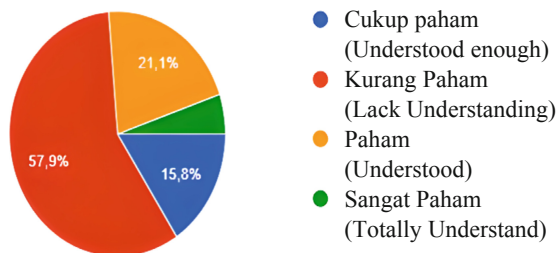


Fig. 3. Student understanding questionnaire diagram

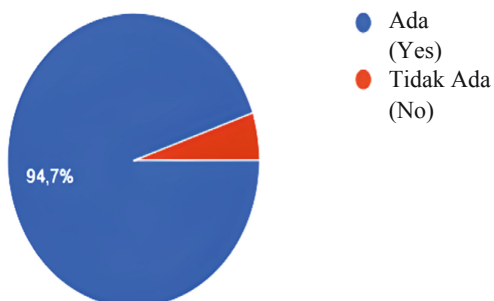


Fig. 4. Questionnaire diagram of students' opinions about moral values in short stories.

of social dynamics in 2021. With the most answers from the respondents answered A Pair of Lembu Ibu and Wak Lam by Farizal Sikumbang (Kompas, 21 November 2021). The total selection of this short story reached 42.1% of respondents or the equivalent of 16 respondents who voted. The next choice is followed by the title Wisanggeni by Yanusa Nugroho (Kompas, 19 December 2021). The respondent's gain was 21.1% or the equivalent of 8 respondents. Thus, Fig. 4 explains the prepositions of the moral message in the collection of short stories well conveyed so that it makes it easier for readers to find them.

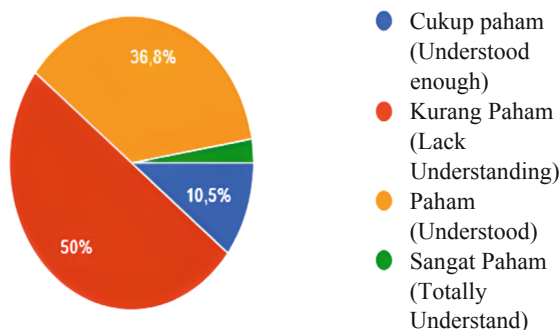


Fig. 5. Questionnaire diagram of students' understanding of the moral content in short stories.

The moral message contained was understood by respondents where 50% answered that they understood enough about moral values in a collection of selected short stories by Kompas on the dynamics of social life in 2021. The next answer showed a percentage of 36.8% answered that they understood moral values in a collection of selected short stories by Kompas on the dynamics of social life in 2021. As much as 10.5% of the respondents answered that they did not understand moral values in a collection of selected short stories by Kompas on the dynamics of social life in 2021, and 2.6% answered that they really understood moral values in a collection of selected short stories by Kompas on the dynamics of social life in 2021. Related to this, Fig. 5 shows the results where it can be concluded that more than 50% of respondents have understood the moral values contained in the selected collection of Kompas short stories with the theme of the dynamics of social life in 2021 well. This understanding regarding the moral message was motivated by the seriousness of the respondents in reading a collection of selected short stories by Kompas on the theme of social dynamics in 2021 which were provided before the respondents filled out the research form.

3.2 The Influence of Moral Messages in Kompas' Selected Short Stories for 2021 with the Theme of Social Life Dynamics on Students' Social Interaction in Everyday Life

One of the outputs expected by a writer is the message in his writings, which can affect the lives of readers in growing their empathy in order to create harmonious social interactions. Empathy is one of the important factors forming good social interaction. "Empathy is the ability to emotionally understand what other people are feeling, see things from another person's point of view, and imagine what it would be like if we were in their position. Or in short it can be defined as placing one's self in another person's position and feeling what they feel". With empathy everyone can try to understand each other's position and create a more harmonious social environment. Furthermore, how can a literary writing influence, inspire, and teach empathy for their readers, so that readers can use it as a reference in daily social interaction? in this case the author focuses on the criteria for SMAN 1 Ngawi students as the intended reader variable, with a collection of selected short stories from Kompas on the dynamics of social life in 2021 as the object of research which is the main study of writing this article. In his article, Thexton explains that the fact that a piece of writing can help a person grow empathy within himself is not a surprising thing, in his writing. This shows that the human brain can more actively imagine a situation if it is explained in narrative form [40]. In accordance with the results of the questionnaire, where the author asked the question whether the moral values in short stories can inspire them in carrying out daily social interactions? The majority of respondents felt that a collection of short stories selected by Kompas on the dynamics of social life in 2021 could inspire them enough to carry out social interactions in their daily lives. Specifically, 50% of the respondents answered quite inspiring, 36.8% answered inspiring, 10.5% answered very inspiring, and the remaining 2.7% answered less inspiring, as reflected in Fig. 6.

Through short stories, students can learn social values, culture, norms, manners, behavior, morals, determining right and wrong and so on. Greek philosopher, Aristotle argues that people with good personality have the intellect to direct them to the desire

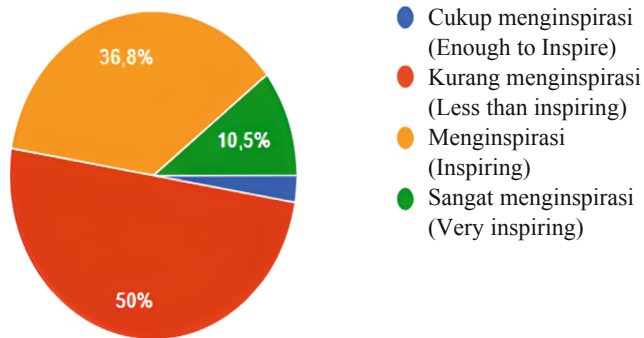


Fig. 6. Inspirational level questionnaire diagram of a collection of short stories.

to be good [41]. Because students will model good personalities that are embodied in literary works. Even a literary work in the form of a narrative text can capture the imagination and evoke emotions that can motivate action, this was revealed in a study conducted by Zagzebski [42]. Furthermore, the author completes the research evidence by asking questions in the questionnaire to the respondents as follows: “Tell the moral values that you remember and make an impression after reading the short stories above, which allow you to apply them in everyday life.” The majority of respondents answered by including the title of one of the short stories which they considered to be their favorite or which they felt had quite an impression to be remembered by readers. Based on the questionnaire that has been given, we can see that the respondents’ answers are very diverse. It shows that readers have their own understanding of the message of a story, it also shows that the transfer of messages between writers and readers occurs well. These moral values are very close to everyday life, with a qualified understanding of the respondents, an indication of the message in the story that influences the daily life of readers, as a reference for them in carrying out social interactions in their daily lives behave when faced with problems that are almost the same as the issues discussed in the short stories.

The short story *Wisanggeni* by Yanusa Nugroho represents the theme of the social dynamics of poverty, namely with the background of the story of life after a natural disaster somewhere. The moral message captured by the respondents is as follows, be grateful for what we have, be kind to others, teach us to keep fighting in life, struggle for life, be grateful for the opportunity to live in the world. This is in accordance with the short story with the sentence which states that you feel happy when you find a baby who can drink milk and can live. The feeling of happiness for a woman who is able to give life to a baby. As well as hinting at a food emergency in an area after a natural disaster. In the short story entitled *Sepasang Lembu Ibu dan Wak Lam* by Farizal Sikumbang, Respondents captured the message written by the author as follows, teach us to always dare to voice justice, teach us to appreciate the gifts of others, always be careful of whoever and wherever we are, don’t focus too much on the past, but also on the present and the future, teach if you help you must be sincere, forgive yourself so you are not haunted by the past, teach the spirit of life even with physical limitations, teach you not to judge the value of others easily. This message is shown throughout the short story, how

the struggle for the welfare of his family, how it is easy for someone to judge the good intentions of other people, how the life struggle of someone with physical limitations, and how someone who cannot be sincere with past events. The short story *Kabar di Natal Eve* by Silvester Petara Hurit tells the story of the loyalty of a character who is waiting for news from his wife during the holidays. With all the trials and ridicule the character passes by because the character is his first and last love. The message in this short story is loyalty, always remember the advice of parents, be aware in facing trials, be careful in behaving and speaking, teach good prejudice towards God Almighty.

In a short story entitled *Gering Agung Wayan Natar* by Warig Wisatsana tells about the life of the blind with reflexology skills. The character in the short story always remembers his parents' advice in all activities. This short story has the message that is obtained, namely always remembering parents' advice, making friends with anyone, enthusiasm for living life, being sincere with circumstances, devoted to both parents, and respecting others. In the short story entitled *Pangus Ukulele* written by Gde Aryantha Soethama tells the story of the life of a tobacco abyss whose wife has died. His character has trouble sleeping because of the mistake he made. The message in this short story is to always remember death, to be sincere because of his anxiety about his failed business because he chose the wrong heir. Another mandate is to spread happiness to others. This story helps people who have trouble sleeping (insomnia). In a short story entitled *Metamorfosa Rosa* by Aliurridha contains the mandate received by the respondents is to be patient, learn to give in, respect each other, do not make fun of others, defend the family, and make decisions with a cool head.

The various answers given by respondents regarding the message they received from the 6 short stories were teaching gratitude for what we have, being kind to others, teaching us to keep fighting in life, the struggle for life, being grateful for the opportunity to live in the world, teaching us to always be brave. Voicing justice, teaches to appreciate the gifts of others, always be careful of whoever and wherever we are, don't focus too much on the past, but also on the present and future, teaches that if you help you must be sincere, forgive yourself so you are not haunted by the past, teach enthusiasm for life even with physical limitations, teaches not to easily judge the value of others, loyalty, always remember parental advice, be aware in facing trials, be careful in behaving and speaking, teach prejudice against God Almighty, make friends with anyone, enthusiasm live life, sincere with circumstances, be be filial to both parents, and respect others, remember death, spread happiness to others, don't ridicule others, maintain the family, and make decisions with a cool head.

3.3 Relevance and Appropriateness of a Collection of Selected Short Stories by the Kompas Theme Dynamics of Social Life 2021 as Teaching Materials

Research conducted by Mansyur shows that short stories can be an option as teaching materials because the values contained in them contain positive teachings [43]. Character education can be realized in the learning process in class. The processing process is commonly known as teaching materials. With an understanding of SMA Negeri 1 Ngawi regarding the message in the short story and the influence of the moral message in the message of the short story, it can be concluded that a collection of selected short stories by Kompas with the theme of the dynamics of social life in 2021 are considered relevant

as teaching material. Based on the questionnaire that has been given to the respondents, it shows that the students have proven to understand enough the moral message that has been conveyed in the short story. If the intent of the message is well conveyed through the reading process, the emotion of the story will also be conveyed well. Koopman & Hakemulder have conducted research on one of Misuzu Kaneko's poems and found results that some literary texts can cause anxiety that can lead to defamiliarization [44]. Defamiliarization is shown so that the reader stops for a moment and explores the meaning of the message contained in the literary work. The emotions captured by the reader process sympathetic imagination and provide output in the form of actions that show sympathy. The choice of themes presented is also very close to the lives of the respondents so that respondents will feel the same emotions every time they read the short story. Some of these studies strongly support when literary works are used as a medium for character learning. Furthermore, what do the students of SMA Negeri 1 Ngawi think about this? Is the collection of short stories selected by Kompas with the theme of the dynamics of social life in 2021 able to improve the moral education of SMA Negeri 1 Ngawi students?

Based on the results of the questionnaire that has been distributed, the researcher tries to see students' views on the weaknesses contained in the selected collection of Kompas short stories with the theme of the dynamics of social life in 2021 and the result is, 23 respondents answered that the selected collection of Kompas short stories with the theme of the dynamics of social life in 2021 is not has weaknesses in all aspects. Then 15 respondents answered that the collection of short stories selected by Kompas with the theme of the dynamics of social life in 2021 has several weaknesses. Table 2 will show that the weaknesses in short stories include the difficult language to understand. Among the 10 answers, 1 reason was found that the factor was because the short story used a regional language that students did not understand. This has an impact on their understanding which is disturbed because the language is not understandable. In communication, language is also the most important factor. What will be conveyed by the communicator will not be understood by the communicant if the communication that occurs is difficult to understand. That's why it's important to communicate using a language that both understand. However, the respondents were still able to understand the messages contained in the short stories. By giving these responses, it means that the respondents want to understand more deeply the short story with the theme of the dynamics of social life. On answer with response "Judul masih asing" (title is still unknown) because at SMA Negeri 1 Ngawi they have not been taught short stories with topics such as in the selected collection of short stories by Kompas in 2021. Therefore, making a collection of short stories selected by Kompas in 2021 as teaching material is a choice that is considered very appropriate.

The relevance and suitability of the selected collection of Kompas short stories with the theme of the dynamics of social life in 2021 to be used as teaching material can be seen in Fig. 7 where from the results of the questionnaire, it was found that 50% of students answered that the collection of short stories selected by Kompas with the theme of the dynamics of social life in 2021 was quite suitable and effective for used as teaching materials in moral education. Where as many as 34.2% of respondents answered that a collection of selected short stories by Kompas with the theme of the dynamics

Table 2. Answers from Respondents

Pertanyaan	Respon	Presentase
Apakah kumpulan cerpen ini memiliki kelemahan? (Does this of short stories have any weaknesses?)	Tidak ada (None)	60,53%. Dua puluh tiga (23) Responden menjawab bahwa kumpulan cerpen pilihan Kompas tema dinamika kehidupan sosial tahun 2021 tidak memiliki kelemahan dalam segala aspek. (60.53%. Twenty-three (23) respondents answered that a collection of short stories selected by Kompas on the dynamics of social life in 2021 have no weaknesses in all aspects.)
	Bahasa sulit dipahami (The language difficult to understand)	26,32%. Sepuluh (10) responden menjawab bahwa bahasa dalam cerpen-cerpen tersebut sangat sulit dimengerti. Mereka merasa bahwa pilihan kata yang digunakan sungkar dipahami oleh anak sekolah. (26.32%. Ten (10) respondents answering that the language in the short stories is very difficult to understand. They feel that the choice of words used is difficult for school children to understand.)
	Alur cerita kurang menarik (The plot not interesting)	5,26%. Terdapat dua (2) responden yang menjawab alur ceritanya yang kurang menarik dan berbelit-belit. (5.26%. There were two (2) respondents who answered that the story line was less interesting and convoluted.)

(continued)

Table 2. (continued)

Pertanyaan	Respon	Presentase
	Narasinya Panjang (The text is long)	2,63%. Sisanya menjawab kekurangannya ada pada 3 bagian. Dan secara rata para responden menafsirkan bahwa cerpen ini memiliki narasi yang terlalu panjang (2.63%. The rest answered that the shortcomings were in 3 parts. And on average the respondents interpret that this short story has a narrative that is too long)
	Tokoh tidak diceritakan dengan detail (The characters not explained in detail)	2,63%. Sebagian besar lainnya beranggapan tokohnya kurang terjelaskan dengan baik. Seharusnya pengenalan tokoh disampaikan dengan mudah dan jelas. (2.63%. Most others think that explained well Should be an introduction figure delivered easily and clearly.)
	Judul masih asing (The title unfamiliar)	2,63%. Yang lainnya berpendapat bahwa Judul cerpennya masih asing karena tidak pernah dipelajari di sekolah. Karena jenis cerpen seperti ini sungkar ditemui dalam pembelajaran di sekolah-sekolah (2.63%. Others argue that the title of the short story is still foreign because it has never been studied at school. Because this type of short story is difficult to find in learning in schools.
	Total	100%

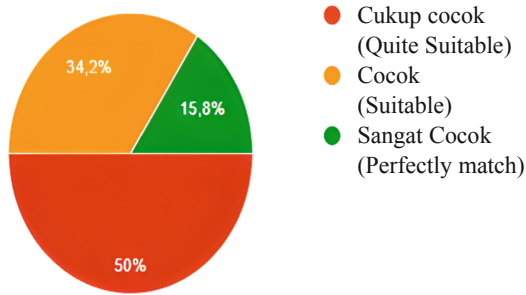


Fig. 7. Questionnaire diagram of the suitability of short stories into teaching materials.

of social life in 2021 were suitable and effective for serving as teaching material and 15.8% of respondents answered that a collection of short stories selected by Kompas with the theme of the dynamics of social life in 2021 were very suitable. And effective as a teaching material. Based on the picture, 50% of the respondents who answered were quite suitable, including respondents who felt that the collection of short stories chosen by Kompas with the theme of the dynamics of social life in 2021 were considered to have deficiencies. So it can be concluded that the collection of short stories selected by Kompas with the theme of the dynamics of social life in 2021 are still suitable and relevant to be used as teaching material even though the language in these short stories is still rather difficult to understand. The results of this study are also in line with the results of research conducted by Brook et al. Research produced by Brook et., al obtained the result that biographical narrative texts can be used as teaching materials so that students can practice understanding a situation in life [45]. So it can be said that making literary works as teaching materials to obtain moral education is the most appropriate way. Through the meaning contained therein, literary works process emotions that can drive the behavior of its readers. So technicians developing educational teaching materials can consider the method of understanding students' morals through short stories. This can be done by analyzing the meaning contained in short stories or accustoming students to doing short story literacy before class begins. Contoh-contoh seperti ini dilakukan untuk membuktikan seberapa besar pengaruh metode pendidikan karakter melalui cerpen. Dalam penelitian ini, penulis hanya membahas pandangan siswa/siswi SMA Negeri 1 Ngawi tentang cerpen sebagai bahan ajar pendidikan moral. Dengan melihat Gambar 7. Hasil penelitian yang di dapat bahwa para siswa/siswi SMA Negeri 1 Ngawi berpendapat cerpen memang media yang cocok dalam pembelajaran moral. Telah dibuktikan pula oleh para peneliti dahulu bahwa tidak hanya cerpen melainkan karya sastra lain. Seperti puisi, pantun, biografi, dan jenis prosa lainnya. Maka hasil penelitian ini akan membantu penelitian-penelitian selanjutnya untuk membuktikan seberapa besar pengaruh cerpen dalam meningkatkan pendidikan moral pada sekolah-sekolah di Indonesia. Examples like this are done to prove how much influence learning with character education methods through short stories has. In this study, the author only discusses the views of students of SMA Negeri 1 Ngawi regarding short stories as teaching materials for moral education. By looking at Fig. 7, the results of the research show that students of SMA Negeri 1 Ngawi think that short stories are considered a suitable medium for teaching morals. It

has also been proven by previous researchers that not only short stories but other literary works. Other literary works include poetry, rhymes, biographies, and other types of prose. It is hoped that the results of this study will be able to help further studies to prove how much influence short stories have on improving moral education in schools in Indonesia.

From the analysis carried out using the method of distributing questionnaires to respondents, it was found that the respondents who filled out the questionnaire consisted of 60.5% of class X students and 39.5% of class XI students of SMA Negeri 1 Ngawi. The process of filling out the questionnaire begins with the respondent reading the short stories that have been provided because the questions in the questionnaire can only be answered if the respondent has read the short stories. Then provided 11 questions to answer questions in the formulation of the problem. So the research that has been done using the reception method through filling out questionnaires for students of SMA Negeri 1 Ngawi has obtained several results.

The first is that more than 50% of the respondents answered that they understood the message in short stories because learning literature had indeed become part of student education in high school. In a broad scope, students must have studied literature education in their school environment. Therefore the students did not feel strange when filling out the questionnaire in this study. Even though the understanding of the message in the short stories is different, the results of the research show that there is a similarity in the content of their understanding.

Second, because their understanding of the message contained in the short story is quite good, they can respond to the second question by writing the message in their favorite short story. The moral message contained in the short story responds to the reader so that it will lead to behavior that is in accordance with what the reader writes. The message they write will stick in their memory and reflect it in their lives. Readers are able to catch the moral message in short stories because social phenomena are always raised through short stories. This shows that by reading short stories, the emotions contained therein can be channeled through the message.

Third, after conducting research through questionnaires, students at SMA Negeri 1 Ngawi have the same answer, namely agreeing that novels are still relevant and suitable to be used as teaching materials in high schools. The results showed that out of 38 respondents, no respondents answered that short stories were irrelevant and unsuitable. They agreed to use short stories as teaching material with a few notes. The note is a note of weakness contained in the short story. Most answers are because the language is difficult to understand. This shows that if the language in short stories is easier to understand then short stories as teaching materials are considered the best media for processing character learning.

Taking into account the answers and suggestions from respondents regarding the shortage of short stories to serve as high school teaching materials, namely the lack of access for students to literary works, especially short stories at school, some short story titles that have diction or grammar that are difficult to understand at their age, as well as methods of introduction literary works as teaching materials to increase the moral values of students who are considered less attractive, the authors suggest and hope that in the future the use of short stories as teaching materials will continue to be maintained,

it would be better if the teaching methods were made more interesting, such as through story telling which This can be done by teachers as teaching staff, as well as by the students themselves. So that it can be said that students are not only required to read these short stories, but are also invited to deepen and understand the messages contained in the short stories and to retell them to their peers so that these moral values are better channeled in minds and hearts of students. In addition, the authors also hope that access to short stories can be more easily accepted by students at school in order to support the effectiveness of teaching and learning activities at school.

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Author's Contribution. The contribution made by the first author is to initiate ideas, collect data, and write drafts of articles. The second author contributes in providing input, corrections, reviewing and providing suggestions on the activities that have been and will be carried out by the first author. Completion of the article involving the two authors is expected to be a new bridge to make further research better.

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