



Analysis of Fable Character Value Contained In 2nd Grade Theme 7 Books

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ABSTRACT

Background: This research is motivated by the problem of the importance of instilling character values from an early age to grade 2 elementary school students. The title of this study was taken because the researcher wanted to identify the content of character values in the text of fables contained in thematic books on the theme of 7th grade 2 SD based on the Guidelines for Implementation of Character Education as an effort to build student development in education applied by the Ministry of Education and Culture (2011).

Purpose: This study was to identify the content of character values in the text of fables contained in thematic books on the theme of 7th grade 2 SD based on the Guidelines for Implementation of Character Education.

Design and methods: This study used a qualitative research method with a content analysis research design. The source of the data used is the thematic book of the 7th grade class 2 SD theme. The instrument used is based on the indicators contained in the Guidelines for Implementation of Character Education implemented by the Ministry of Education and Culture (2011).

Results: The results of this study indicate that the fables contained in the thematic books on the 7th grade of 2nd grade elementary school contain character values in accordance with the Ministry of Education and Culture's Guidelines for Implementation of Character Education (2011). The character values found are honest, discipline, hard work, curiosity, friendly/communicative, peace-loving, social care, and responsibility. There are ten-character values that are not contained in the 7th grade 2 SD theme book, namely religious character values, tolerance, creative, independent, democratic, national spirit, love for the motherland, respect for achievement, love to read, care for the environment. Of the 8-character values found in the fairy tale book, there are 2 most dominant character values, namely the character values of hard work and love of peace. Then in the suitability analysis that the character values contained in the fables are in accordance with the thematic books on the 7th grade class 2 elementary school theme.

Keywords: Character Values, Fables, Thematic Books

Introduction

Education is a process of changing a person's attitude and behavior in an effort to mature through teaching and training to prepare the younger generation for a better continuity of life in society and the nation in the future. Because education is a basic need, this education is used as a benchmark for the level of human welfare. Everyone has the right to get education through formal or non-formal institutions.

Character education is a conscious and planned human effort aimed at educating and empowering every potential student. In addition, character education is also useful for building the character of each individual so that they can become individuals who can have benefits for the individual and also for the environment (Musyadad Vina et al., 2022). It can

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be said that character education is an effort to instilling the value of attitudes carried out by the teacher in the hope that it will greatly influence students in order to empower potential and build good personal character, the application of which is carried out through learning by adjusting the growth and development or psychological growth of students. Instilling character education needs to be implemented from an early age to adulthood, because the inculcation of character education cannot be done instantly. Therefore character education is very important to be applied to early childhood, because if this character education has been formed when the child is still at an early age, then when he grows up the child will have control over himself.

This character education can be implemented into a subject that has been determined by the applicable curriculum. One of the efforts to realize character education is by integrating it into Indonesian language subjects, namely in learning language and literature. Language and literature are appropriate media in an effort to shape a child's character. Basically fairy tales are a type of children's literature that children are certainly very interested in. In addition to the imaginative form of the story, fairy tales also have characteristics, namely as entertainers as well as educating children. Fairy tales are stories that contain moral and social values that are useful for shaping children's character (Habsari, 2017). There is one type of children's literature that is in great demand by children whose events are very often in accordance with events in children's lives, namely fables.

Fables are fairy tales whose contents are related to the animal world which are usually also referred to as moral stories, because on average the contents of the stories contain moral messages. This fable can be used as an alternative to instill character values in children. Fable fairy tales contain imagination, which can trigger imagination in children. This is because fables are not real stories that can even be said to be beyond human reason. Therefore, when these fables are read, children will be able to create their own imaginary world. And this is where the child can easily absorb the character values that exist in fairy tales conveyed by the author through fable fairy tales. In fact, learning about fables is indeed in great demand by children. So with learning fables, the child's interest in learning is increasing when learning about fables because children can freely imagine with these stories.

Learning that is currently applied to elementary school children is thematic books. Meanwhile, in the grade 2 theme 7 student book there is a fable with the title "Ingenuity Increases Kindness, Ducks Always Live in Harmony, Kiki and Kiki, Friendship of Eagle and Rooster, Story of Cat and Mouse, Butterfly with Noble Heart, Ant and Grasshopper, Origin of the City Surabaya, Friendship of Elephants and Rats. There are 9 fables in this class 2 theme 7 theme book (Ministry of Education and Culture, 2017). Which of these fairy tales has its own differences, both in terms of content and title too? Although there is little resemblance in terms of character values. So, the focus of this research is the value of character education contained in the fables contained in the thematic books on the 7th grade class 2 elementary school theme. In this 7th grade 2 SD thematic book, it contains various kinds of interesting stories about animal characters that are made as if the animals act like humans. So, when children read or listen to these fairy tales, children can get character values from the animal characters who are the actors. There are stories of friendship, attitudes to living in harmony, and attitudes to help each other.

Methods

This research was conducted using a descriptive qualitative approach with content analysis method (*Content Analysis*). Qualitative research is a research that uses descriptive data. This means that this research is presented in the form of words or sentences that are arranged systematically starting from data collection to reporting the results of research that has been

done. According to Arafat (2019) content analysis is research that has the nature of an in-depth discussion of the contents of an information contained in a media. In qualitative research, content analysis is used to unravel the contents of the text or the content contained in the text which is real in nature. The source of the data used in this study was the text of fables, Thematic Theme 7 class 2 SD books. This study only focuses on the character values contained in fable texts. sentences in the fable fairy tale book will be analyzed by the researcher. In every fable, there will be several character values. Researchers saw the suitability of the character values contained in the thematic books with the Guidelines for Implementing Character Education based on the Ministry of Education and Culture (2011).

The data collection technique in this study, the researcher examined the students' books on the theme of 7th grade 2 SD, so the researcher identified 9 fables found. The fables studied in this study are as follows:

(1). Ingenuity Grows Kindness, (2). Ducks Always Live in Harmony, (3). Kiki and Kiku, (4). Eagle and Rooster Friendship, (5). The Story of the Cat and the Mouse, (6). Noble-hearted Butterfly, (7). Ants and Grasshoppers, (8). The Origins of the City of Surabaya, (9). Elephant and Mouse Friendship.

Apart from reviewing thematic books, data collection techniques were also carried out using instruments. The instrument used in this research is the table of character value indicators in class 2 SD thematic book themes. The indicator table is intended to classify character values based on the sentences contained in the fable.

The data analysis carried out in this study is by using a data model in general using the theory of Miles and Huberman (1984) quoted from Sugiono (2016, p. 321)). The following is the data analysis carried out in this study:

1. Prepare the data to be analyzed, namely the 7th Grade Class 2 SD Thematic Book. Reading the entire data, reading fairy tale texts, and understanding fairy tales.
2. Start analysis and make marks in sentences that contain character values
3. Entering the character values contained in the fable in the form of indicators and then describing sentences containing character values in the form of narrative text
4. Verifying or interpreting data to analyze its suitability with character values based on the Guidelines for Implementing Character Education (Kemendikbud, 2011).
5. Thus the 9 texts of fables studied in this study were analyzed with indicators contained in the Guidelines for Implementing Character Education (Kemendikbud, 2011) which have been made into research instruments and have been tested for validity

Findings & Discussion

Values of Character Education in Fables Contained in Class 2 Elementary School Thematic Books.

In this study, data collection has been carried out in Thematic books. There are several fairy tale titles that are selected and analyzed. These titles include, Ingenuity Growing Kindness, Ducks Always Live in Harmony, Kiki and Kiku, Friendship of Eagle and Chicken, Story of Cat and Mouse, Butterfly with Noble Hearts, Ants and Grasshopper, Origins of Surabaya City, Friendship of Elephants and Rats. Determining the value of character education is based on an in-depth analysis of the contents of the story, both explicitly and implicitly. Based on the technique of studying thematic books by researchers, various contents of character education values in fables were found in thematic books.

Below will be shown in table 2 the values of character education found.

No	Fairy Tale Title	Value of Character Education
1.	Ingenuity Grows Kindness	<ul style="list-style-type: none"> · Hard work · Curiosity · Friendly/communicative · Social care
2.	Ducks Always Live in Harmony	<ul style="list-style-type: none"> · Discipline · Hard work
3.	Kiki dan Kiku	<ul style="list-style-type: none"> · Hard work · Curiosity · Friendly/communicative · Love peace · Social care
4.	Noble Hearted Butterfly	<ul style="list-style-type: none"> · Hard work · Friendly/communicative · Love peace · Social care
5.	Friendship of Elephants and Rats	<ul style="list-style-type: none"> · Curiosity · Honest · Love peace
6.	Eagle and Rooster Friendship	<ul style="list-style-type: none"> · Responsibility · Honest · Love peace
7.	A story of cats and mice	<ul style="list-style-type: none"> · Curiosity
8.	Ants and Grasshoppers	<ul style="list-style-type: none"> · Hard work
9.	The origin of the city of Surabaya	<ul style="list-style-type: none"> · Love peace

Based on the table above, there are 8 character education values spread over the 9 fairy tales analyzed. These values include hard work, curiosity, friendship/communicative, social care, discipline, love peace, tolerance, honesty, responsibility. The nine values will be discussed in accordance with the 9 fairy tales in the discussion in accordance with the character values in the Guidelines for Implementing Character Education, Ministry of Education and Culture (2011). The following.

Discussion

The Fairy Tale “Ingenuity Grows Kindness” and Character Values

Hard work

Mouse: "Hey Snake. Try and work. Don't just dare to threaten. If you only threaten, even an ant can!"

The sentence above has the character value of hard work. Because, in this sentence it is explained that the Rat told the Snake to try and work so that the Snake could get food without thinking about preying on the Rat so, this explanation shows that the Snake had to work hard in order to get food.

Curiosity

Snake: "So, we can not live alone?"

The sentence above has a character value of curiosity. Because, in the sentence it is explained that the Snake asked the Rat, if the Snake preys on the Rat then the Snake will live alone and the Snake will not eat because there are no friends to find food with so the Snake will feel hungry and eventually the Snake dies. So the Snake asked the Mouse "so, we can't live alone?".

Friendly/Communicative

Mouse : "Sure. Can't we be friends and of course we can find food together. Isn't that more fun than later after you eat me you will only live alone."

The sentence above has a friendly character value. Because, in the sentence it is explained that, the Rat said to the Snake they could both be friends and find food together. From this sentence, it can be seen that Rats like to be friends and the two of them can work well together to find food together.

Social care

Mouse: "Wait a minute Snake, my friend. If you want to eat me, you have to think first. We are alone here, no other animals. If you eat me then you will be alone. You will not have friends that you can find food with. then you will not eat and you will eventually die."

The sentence above has a social care character value. Because, in this sentence it is explained that the Rat said to the Snake if the Snake preys on the Rat then the Snake has no friends to find food with. From this explanation, it can be seen that the Rat has concern for the Snake.

The Fairy Tale “Duck Always Lives In Harmony” and Character Values

Discipline

Ducks are never separated from each other. They go together all day following each leader. They are known as the most harmonious creatures. Even though the ducks were very noisy, they did not once fight.

The sentence above has a disciplinary character value. Because, in the sentence it is explained that all ducks are never separated and always go together following the leader. This sentence shows the discipline of the Ducks because they are consistent with their leader and all the rules that apply.

Hardwork

1. From that day onwards, the mink intensively visited the ducks who had been separated from their friends. He started to incite the duck to hate his friend.
2. “Look at that leader of yours, he's just fooling you into following him. Get out of the herd or you will be your leader's slave forever,” said the seductive Weasel.
3. But apparently in vain. The duck did not want to listen to the mink's words. Then the Mink looked for another Duck and said the same thing. But again the

words of Erpelai are no longer heeded. It went on like this, until it didn't feel like all the ducks had come. However, none of them succeeded in inciting him.

The sentence above has the character value of hard work. Because, in the three sentences it is explained that, Weasel never gave up trying to incite the ducks to hate the leader and the flock of ducks. From these three sentences, it can be seen that the Weasel is an animal that works hard to make the Ducks fight.

The Tale of “Kiki and Kiku” and Character Values

Hard work

The next day, as usual, Kiki woke up before sunrise. He struggled to wake up Kiku.

The sentence above has the character value of hard work. Because, in that sentence it was explained that, Kiki was struggling to wake Kiku up. This sentence shows the hard work done by Kiku.

Curiosity

"Kiku, have you ever eaten a worm?" Kiki asked one day.

"Not yet, how does it feel?" Kiku is intrigued.

The sentence above has the character value of curiosity. Because, the sentence shows curiosity and curiosity. Because Kiki and Kiku were throwing questions at each other.

Friendly/Communicative

There are two little birds living on a tree branch. They are named Kiki and Kiku. The two birds are friendly.

The sentence above has a friendly character value. Because, in that sentence it is explained that Kiki and Kiku are friends.

Love peace

1. “Petch.... Petook. Come on, Kiki, invite your friends to have breakfast together,” said Mrs. Chicken. They also had breakfast happily.

2. “From now on we can exercise in the morning,” said Kiki.

The sentence above has a peace-loving character value. Because, the sentence explains that Kiki invites Kiku to have breakfast and exercise together. These two sentences show that there is an atmosphere of peace and comfort between Kiki and Kiku.

Social care

The next day, as usual, Kiki woke up before sunrise. He struggled to wake up kiku.

The sentence above has a social care character value. Because, Kiki tried to wake Kiku up. This sentence shows Kiki's concern for Kiku.

The Fairy Tale "Butterfly with a Noble Heart" and Character Values

Hard work

With all his might, the butterfly lifted the branch and then the butterfly lowered it to a safe place.

The sentence above has the character value of hard work. Because, in the sentence it is explained that the butterfly lifts the branch and then lowers it to a safe place. This shows the hard work done by the Butterfly.

Friendly/Communicative

The Ant went around the school garden greeting the animals in the school garden.

The sentence above has a friendly character value. Because, this sentence shows that the ant greets the animals in the school garden. This shows that, the Ant is an animal that likes to be friendly and has polite behavior.

Love peace

The ant thanked the butterfly for saving his life.

The sentence above has a peace-loving character value. Because, in this sentence it shows that the ant is grateful to the butterfly. This shows that Ants have a peaceful and comfortable attitude towards Butterflies.

Social care

Fortunately, a Butterfly flew past, then the Butterfly stuck out a branch towards the Ant. "Ant, hold the branch tightly, later I will lift the branch". Then the Ant held the branch tightly.

The sentence above has a social care character value. Because, the sentence shows that the butterfly helps the ants who slip in the school garden. It is explained that the butterfly has a caring attitude towards ants who need help.

The Tale of "The Friendship of the Elephant and the Mouse" and Character Values

Curiosity

1. "What flower is this?" asked the Elephant.
2. "Does this flower smell good?" Asked the Elephant.
3. "May I try it?" Asked the elephant curious about the smell.
4. "Is it true what the Mouse said?" Ask the Rhino.
5. "How could that house be destroyed? And the flowers that Mouse sold were scattered everywhere?" Ask the Rhinoceros
6. "Sneeze? Just because of sneezing, these houses are destroyed?" Asked Rhino in disbelief.
7. "Hmm, whose flower is that?" Ask the Rhino.

The sentence above has a character value of curiosity. Because, in the whole sentence, it shows the curiosity and curiosity asked by the Elephant and the Rhinoceros.

Honest

"No, I didn't damage it on purpose." Answer Elephant.

The sentence above has an honest character value. Because, in that sentence the Elephant told the Rhinoceros that he had not damaged the flower on purpose.

Love peace

Finally, the mouse apologized for selling the magic flower which had become a disaster.

The sentence above has a peace-loving character value. Because, in that sentence, the Rat apologized to the Elephant and Rhinoceros for selling magical flowers which wreaked havoc.

The Fairy Tale "The Friendship of the Eagle and the Rooster" and Character Values Responsibility

Rooster: "I'm afraid the needle is lost. The needle belongs to my best friend, the Eagle. We must search until we find it."

Rooster : "I found this golden needle on the ground under the fence where we sewed."

Hen: "We'd better return it to the Eagle."

The sentence above has a character value of responsibility. Because, in this sentence it shows the male Ajam's guilt for having lost the Eagle's golden needle, but the Rooster is also trying to find the needle until he finds it. This explains that the Rooster has a sense of responsibility to return the golden needle to his best friend Eagle.

Honest

Rooster: "I can only jump as high as the fence and I apologize to you."

Eagle: "Why do you have to apologize."

Rooster: "Your golden needle is gone."

The sentence above has an honest character value. Because, this sentence shows the honesty of the Rooster who admits his mistakes to the Eagle. Because he had lost the Eagle's golden needle.

The Tale of the Cat and the Mouse and Character Values

Curiosity

Mouse : "Let's eat salted fish."

Cat : "Where can we get salted fish?"

The sentence above has a character value of curiosity. Because, this sentence shows the curiosity of the cat who asked the mouse where he could get salted fish to eat.

The Tale of the Ant and the Grasshopper" and Character Values

Hard work

Lala : "Where are you going, Mumut?"

Mumut : "I was walking while looking for food, Lala".

The sentence above has the character value of hard work. Because, this sentence shows Mumut walking but looking for food.

The Tale of "The Origins of the City of Surabaya" and Character Values

Love peace

Sura : "To prevent fights between us, we should divide the territory into two. I rule completely in the water, while you rule on land and your prey must be on land.

Crocodile: "Okay, I agree with your idea!"

With the division of territory, there were no more fights between Sura and Baya. Both have agreed to respect each other's territory.

The sentence above has a peace-loving character value. Because, the sentence shows that Sura and Baya are no longer fighting for power because there has been an agreement for the division of territory, so Sura and Baya make peace..

Conclusion

The results of this study indicate that the fables in the Thematic theme book 7 grade 2 SD contain character values that are in accordance with the Guidelines for Implementing

Character Education implemented by the Ministry of Education and Culture (2011). The character values found from the 18 character values are the character values of honesty, discipline, hard work, curiosity, friendship/communicative, peace-loving, social care, and responsibility. There are 10 character values that are not contained in the 7th grade 2 SD theme book, these character values are religious, tolerance, creative, independent, democratic, national spirit, love for the motherland, respect for achievement, love to read, care for the environment. Of the 8 character values found in the fairy tale book, there are 2 most dominant character values, namely the character values of hard work and love of peace. The results of the suitability analysis have shown a suitability relationship between the thematic books and the character values that appear in each fable. although there are some character values that do not appear.

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