Literary Works and Character Education

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Abstract

The purpose of this research is (1) to explain and to describe the about position of character education in literary appreciation; (2) to explain and to describe about literary works which contains the education element of character. The method which is used in this research is qualitative descriptive method with the technique is content analysis. Data source is documents about literary works. The technique of data collecting is analysis of document. The technique of data validity uses data triangulation. The technique of data analysis uses interactive data analysis technique by Miles and Hubermann. The result of this research indicates that character education need to be given to the students since in the beginning of their education experiences through the activity of character literary appreciation. It is happened because of literary works represents human life that has also relates to character in life. It is hoped that through the activity of literary appreciation since the students are in elementary level, it will obviate the future generation from hedonism, egoist, individualism, and ethnocentrism. The implementation of character values will become strong foundation in building a nation.

Keywords: Literary works, character education, literary appreciation

A. Introduction

At present, all nations especially Indonesia, is facing various problems of social disintegration; harshness; radical demonstration; lowering of appreciation to law and morale; the conflict of religion, tribe, race and faction; political disorder, and others. The phenomena are also supported by the present of globalization in public through its fast development of technology, internet, and social network media in public. The entry of vast foreign culture's influences through technology media (as the representation of globalization) more and more push the social problems in Indonesia. Indonesia represents as a third-world state which its population majority is poor and most of them have low education. Its rapid current of this globalization causes difficulty for most of them in facing it. However, like or not like to do it, they must follow the development of era along with globalization which is increasingly fast. Through technology media, that is internet and social network, the boundary between nations in information spreading and communications increasingly unlimited. Therefore, the emerging of positive influences or negative influences is very easy to affect Indonesian citizens. Now, there is no spave resistance and time in globalization. By using satellite system, internet then communications can be performed everywhere just all day long even to twenty-four hours.

Soros (in Nyoman Kutha Ratna, 2014:44) said that globalization is as open society. Then, Jones (2009:218) said that globalization is one of key characterization of contemporary human life. It means that, after many centuries human creates, innovate facilities to sustain and make their life easier. Then, the way to use it relates to the attitude of human as a consumer to the findings.

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Indonesian citizen is the multiple societies. Indonesia consists of many tribes, religion, race and faction. On that account, Indonesia is very easy to face the social disintegration, political, law, and other social problems. Many differences in Indonesia give results that something is easily to be 'exploded' and it generates problems sharply between publics. Education also has an important role in self-control. But most of Indonesian citizen have low education so that they are easily affected by negative influences which is based on the differences of religion, tribe or race. The development of technology and communications make education of character as supporting facilities to develop cooperation, tolerance, having a patriotic soul, virtuous, equal right, and so on. The dissolution potencies as a result of various faiths, tribe, and race need to be managed well so that emerges a positive understanding.

Facing such a condition, the education of character is very important to be given to the students since they study in elementary level. Character itself is distinctive traits, distinctive quality, and moral strength, the pattern of behavior found in an individual or group (in Zubaedi, 2013:9). Hill (in Zubaedi, 2013:9) adds that character determines someone's private thoughts and someone's action done. Good character is the inward motivation to do what is right, according to the highest standard of behavior in every situation. Then, Education of character is the deliberate us of all dimensions of school life to foster optimal character development. Education of character represents personality forming process, psychological, and psyche, for the agenda of anticipation various influences outside which has the character of negative (in Nyoman Kutha Arta, 2014:13-2014:13). Education of character aims to educate character, common sense, and other psychological aspects. According to Elkind and Sweet (in Zubaedi, 2013:15), character education is the deliberate effort to help people understand, care about, and act upon core ethical value. Education of character is easier to be performed at the early age even there is an opinion that education of character can be performed when baby is still in a womb. Education of character cleans nervous system of various anomalies therefore mind and feeling of every individual can be aimed at the purposes which has the positive character. Through education of character, students are able to protect themselves, to form self-supporting personality which is based on their faith, have a good attitude in respecting each other between people who has different religion, and so on.

Education of character has five purposes are 1) to develop the affective potency of student as human and citizen who has values of nation character; 2) to develop the praised habit and behavior of the students and suitable to the universal values and cultural tradition of the religious nation; 3) to inculcate leadership soul and students' responsibility as the next nation generation; 4) to develop the ability of students to become self-supporting human, creative, and have national knowledge; and 5) to develop school living environment as safe local learning, honest, full of creativity and friendship, and with the feel of high nationality and full of dignity (Said Hamid Hasan in Zubaedi, 2013:18). Education of character becomes an important education which should be applied and realizes new Indonesia that is Indonesia which can challenge global and regional. Character which needs to be built is a character which has ability and habit to give the best based on the values of education. As Daniel Goleman (in Adisusilo, 2014:79-80) said that education of character is value education which consists of 9 basic values, they are 1) responsibility; 2) respect; 3) fairness; 4) courage; 5) honesty; 6) citizenship; 7) self-discipline; 8) caring; and 9) perseverance.

According to Lickona (2012:81), education of character is obtained through the mixture between religion, literature, customs, norm system, and the whole result of human wisdom at the length of history. Through this universal character then it flows personality, characterization, and other positive toward nation, tribe, groups, and individual. Literature, as one of study, assumed that it has considerably big roles for the development of character education. As we know, literature is interpreted as a means, a supporting facility to give guidance, to teach and to educate. Therefore, education of character can be performed through science by using certain theory and method even by using sophisticated equipments such as laboratory. But, literature has many plus points, that is linguistic metaphor, diction, figurative language which are as a whole assumed to have equation with humanity reality, the nature of human as a symbol system.

B. Discussion

1. Education of Character through Literary Appreciation

Literary appreciation is intimate activity to literary works seriously so that it can grow understanding, appreciation, and sensitivity of critical mind and sensitivity of good feeling to the literary works. As Boen S. Oemarjati (1991:58) said that literary appreciation is a response or sensitive understanding to the literary works. The response has relationship with the values in literary works.

In this modern century, the appreciation to literary works, especially Indonesian literature, is still very less. This thing is caused by almost the most of public assume that reading literary works is not important and wasting time. Besides, reading habits of Indonesian society is low. They prefer to watch cinema in television or plays in social network. Reading habit actually can be started from family. As the opinion of Taufiq Ismail (2011) that parents who do not have reading habit will affect to their children who also do not like reading activity. It is better if children have been exposed to the literary works since they are two years old. But many parents do not realize it. The acquaintanceship to the literary works in an early age through telling a story activity will because children have high literary appreciation and sharpen the affective aspect earlier. The telling a story activity can be done by parent to their children. Then, this activity continues to the activity of reading storybook to children. And then children read literary works individually continually at home. The activity will sharpen reading habit of the children earlier. This activity also has affective aspect for development of children to be adults because literary works contains heavily values of character education. The activity of literary appreciation is continued in learning literary appreciation through teaching learning process in elementary school to Senior High School.

Moody (1984:5) said that literary works have 4 functions, they are 1) to train four language skills; 2) to add knowledge about human life experience such as customs, religion, culture, and so on. It develops character buildings to the readers or audience; 3) to develop creation and feeling; 4) to support character building. Literary works always show human form many sides, bad and good. Through the reading activity, readers will be given the description of the figures with their characters in the story. The readers will find human's complex nature which can be alternative way to face the real life. Based on the 4 function of literary work, it can develop human value, enrich the experience through the life background of the characters in the story with various culture, religion, race, and social status. Literary work is a must to be given and introduced to children through education in family. Literary appreciation is continued when they are in elementary school and high school through teaching learning literary appreciation. This teaching learning literary appreciation is hoped that it can give affective positive values to the students while affective positive values are got by students through teaching learning religion and civics.

Literary works which should be introduced to the students are literary works which can build their characters. Literary works which contains of character education is called as literary works which can be to reanimate local literature, which expresses habit in religiosity, customs in a certain ethnical, and patterns of behavior and the other habit which expresses diversity. Literary works which contains education of character introduces to students about cultural variety which existing in Indonesia even in the world. So, the students are expected to be able to hinder from the attitude of ethnocentric Ethnocentric is tendency of attitude or a group of people whom see that their culture as the best culture compared to the other culture. This attitude can cause dissolution. This condition can be overcome through education of character which gives understanding that there is no better or worse culture because every culture has solution to solve the problems which existing in public by the different ways to solve but valid.

2. Literary Works which Contains of Character Education

Literary work is one way to ask students to understand every life background of different figures in the story based on the unique of tribe, race, religion, and others. The students can understand about the figures in the story with different cultural background without having to go to the culture provenance. Students' activity in reading literary works and figures' thought in the story will show about each different cultural background. The figure's thought and his or her attitude is very influenced by the society's cultural background. The different cultural background will give result a different way of thinking and attitude in society too. The understanding without ethnocentrism element can cause society in appreciating diversity in a nation. Literary works which give character education in it can be folklore, children story, epos, poetry, novel, short story, novella, drama, and so on. For the students in elementary school, folklore is a good learning material to introduce about diversity.

The students need to be introduced with the stories from every residence, for example the legend of Sangkuriang from West Java; the legend of Lake Toba from Sumatra; the story of 'Joko Tole' from Madura; 'Jayaprana dan Layonsari' from Bali; 'Si Losung dan Si Pinggan' from East Tapanuli, and so on. The students can also read stories from other countries in order that they can compare and find good values from the story in it, for example 'The Farmer and The Cheeses'; 'Pinocchio'; 'Snow White'; 'Cinderella'; 'Little Mermaid'; 'Christmas Carol'; 'Golden Shoes'; 'The Great Bell of Bosham'; and so on. The students can also be introduced with the epic story, such as 'Hang Tuah'; 'Cut Nya Dien; 'Pangeran Diponegoro'; 'R.A. Kartini; and so on. The teacher also can introduce the epic stories from other countries such as 'Napoleon Bonaparte'; 'Frederick Douglass'; 'Thomas Jefferson'; 'Benjamin Franklin'; and others. Character education can also be found in fable which can be introduced to the students, for example 'the story of *Si Anak Gajah*'; '*Kepiting dan Lautan Luas*'; '*Kucing Bersepatu Boot*'; '*Hentakan Kaki Kupu-Kupu*'; '*Dari Mana Macan Mendapat Tutulnya; 'Buaya yang Bodoh'; 'Kancil yang Cerdik'*; and so on.

Literary works which contains character education element which can be appreciated by the high school's students has existed for along ago. If in Indonesia, the literary works have emerged since Balai Pustaka generation to the 2000 generation while English and American literatures have emerged since many centuries ago. A novel entitled 'Salah Asuhan' written by Abdoel Moeis describes about the difference between West culture and East culture. Hanafi is from Minangkabau who studies in Dutch school. Then he married with Corrie du Bossee, a Dutch girl. The story is ended by the ruination of Hanafi and Corrie family. Hanafi's mother advises to the young generation to keep up customs. In the novel 'Layar Terkembang' written by Sutan Takdir Alisyahbana, the students can obtain knowledge about the resurrection of Indonesia woman's thinking in 1930s. This novel tells a story about equal right between man and woman and tries to oppose values of patriarchy. Novel 'Kawan Bergelut ' written by Suman Hasibuan (1938) describes about   the funny events which taken from daily life. If the story related to character education then the value contained in it is put one finger on man is not by the way of admonishing directly but by the way of giving humor for example by using linguistic style of euphemism. To show lacking of others for example by telling 'less clever; less pretty', etcetera.

Character education can be obtained from theme, message, and advises in the story. A novel entitled 'Ave Maria' written by Idrus tells about a love triangle between Zulbahri, Syamsu, and Wartini which is terminated with the departure of Zulbahri to be Jibaku Japan army as a mean to give an opportunity to Syamsu and Wartini to be lovers. To let something go for the sake of others happiness are shown in the story. Through a novel entitled 'Katak Hendak Jadi Lembu' written by Nur Sutan Iskandar, the students can see about the attitude of a husband who is so arrogant, spit-fire, like to waste on money, does not care of his wife and children, and has never regretted the deed. But in the end of his life, he gets punishment from God and loses many things in his life especially his family. A novel entitled 'Laskar Pelangi' written by Andrea Hirata tells about the life of Belitong's society that consists of Malay people, Chinese people, and Sawang people. They can live together and respect each other although they have cultural differences.

Besides novels from Indonesia, a novel from other country can give some good contribution especially about character education to the students. A novel entitled 'Uncle's Tom Cabin' written by Harriet Beecher Stowe tells about the struggle of Black people in a slavery era in America. A novel of 'The Adventure of Tom Sawyer' also tells about the condition of Blacks in slavery era, but here the author wants to tells the readers about the beautiful world if the peace happened without seeing tribe, religion, race, and group which can be represented by the friendship of children who do not see the cultural background and social status. Their friendship is very pure and without having business minded. A novel entitled 'Harry Potter' written by J.K. Rowling tells about the true friends, loyalty, honesty, bravery, love, kindness, good deeds and caring to the mankind.

Life in diversity is heavily depicted in novels. The story in it contains many moral educations and ethic kindness, message and advice. Novel as one of genre from literary works uses good dictions in relating the content of story because in character education, the content element of story held an important role. Literary work represents an effective media in teaching learning character education for the students because there is no literary works which teaches to the readers to misbehave. Literary works is education itself, literary works is moral, ethic kindness even religion. Character education through literary works is only about message and advice which is given indirectly.

In this case, it is required by supported system elements, those are religion system, cultural system, psychological awareness either individually or group, and government imperative system. So, in character education through the literary works, teachers are expected to be able to give motivation in teaching learning process in the classroom and through daily behavior. This thing is aimed to give understanding about character education for the students are not simply nonsense but it is becoming a requirement for their future life. Therefore, the purpose of character education in teaching learning process is the change of behavior and it is not because of to obtain the study achievement in school. Literary work is not merely beautiful words but also it represents a success work which presents strength, energy, and values of life through the stories in it

C. Closing.

Character education can be done through teaching learning literary appreciation especially literary works which contains of character education. The use of folklore, short stories, fable, and novel as learning materials in teaching learning literature at school are hoped will develop the value of respect to the diversity so that the Indonesian citizen will not experience ethnocentrism as a source of nation dissolution.

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