

Heroism Concept in Fairy-Tales Teaching Materials Influencing Students Dealing with Student Brawl

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Abstract

This article contains some results of exploration study concerning hero's concept in some fairy-tales influencing the act of student brawl in Semarang as one of big cities in Indonesia, located in Central Java. These research findings may serve in purpose of local analysis that can be found in some places with flexible and contextual solution. The study is about discovering correlation between actors in range 12 to 18 years old, students, teaching materials, heroism concept's aspects, and their role in order to solve student brawl problem. The hypothesis of this problem is heroism concept included in teaching materials influencing the fluctuation of student brawl. With Heroism concept in fairy-tales could be used as an alternative method to build student character in dressing student brawls. In addition, as a new learning, heroism concept in teaching material which already implementing strategy could be used as isolative learning for student to see student brawl in a whole brand net.

Keywords: teaching materials, heroism concept, behavior, student brawl.

Introduction

The exploration study universally could be addressed as an alternative option to solve the problem in various locations yet same case, student brawl. Heroism concept as a teaching material and its role which pulls the trigger of student brawl universally can be found in some countries. Proper strategies needed to serve some aspects of subject material to decrease the frequency of student brawl. Teaching materials were aimed for students in their adolescence, set from 12 to 18 years old. The next assumption about teaching materials is focused on some tales as teaching materials. Core assumption which was used in this research was tales indeed a belles-lettres which came from verbal literature and effective to be used in order to describe phenomenon's with style, aesthetic, and some messages about life because the tales inspired from human's life, even from stories did not really occur (Danandjaja, 1994, p. 86) yet meaningful.

Figure legend and imitated behavior

The premise was educational processes by students (12-18 years old) affects character development which related to various kinds of problems of the group we've mentioned before. Indonesia as an example, research found that there were huge influences from Korean movie that is used to be watched by girl teenagers with their daily-dressing styles in one of big cities in Central Java, Indonesia, Surakarta (Ginari, 2012, p. 70).

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Based on the questionnaires that had been speeded before, 90 junior high school students in Semarang which was taken randomly, had their thought that heroism characters in fairy-tales are just fiction, constructed just to be known. Teenagers around those ages, intellectual and sensitivity developments might be part of intellectual processes as told by philosopher JJ Rouseu (1712) quoted from Arthur in his book about education and character, intelligence, practicability, sensitivity, and self-interest mostly dominate teenagers' behaviors (Arthur, 2003, p. 60). One of the imitation objects had been done in school. Based on exploration's results, characters we've met in fairytales have 25% percentage from 11 kinds of teaching materials which had been used before. Fairytales characters in teaching materials are presented from different countries with different students (who don't have any relation each other), legendary-local characters (quite sure interacted with some phenomenon's in the distant past), too hard to be understood by students somehow, and practically just become reading materials without any thought to make them their role models. They would logically think about various kinds of hypothesis, verbal problems, and scientific reasoning in order to understand people's perspectives which head to formal-act operations (Piaget, 2003, pp. 162-165). What they had learnt is just in order to do some activities in the class. Whereas, the main purposes such as matures behaviors, physical experiences, social interactions, and self-control were completely inapplicable. The characters they logically found in story book could not be their parameters to develop their self-characters.

Social experience and character building

Social life as part of activities that could build a good mindset to help people develop their life's concepts was not successfully applied, told by Bruner as Toll kit culture. One of the examples is the using of hand phone and laptop to facilitate them to find some contemporary heroic characters easier to be accepted in their minds. The logical standard is the fact that there were some refusals about the past yet not with the upcoming period which is chosen as the dream concept of life materials. Those are used as foundation for the newly concept, adopted from the last lessons. Materials they had found by learning in teaching materials might not be accepted to be their consideration to build self-characters in order to face life problems. Solving problems wisely like kings in the past has lower chance than by fighting like action movie's actors.

Character in learning

The correlation between those phenomenon's and educational process are intellectual skills, learning, rule's orders or systems. As once said that those are three things that have to be emphasized during educational process, such as the process of intellectual development, learning actions, and curriculum concepts (Bruner, 1999, p. 33). The materials which used during educational process by teenagers should have a close relation with what they actually do with their personal experiences. School's activities can be the way to actualize personal experiences development. Learning activities have great chance to build future student's characters through proper instructions. Based on the analysis of literature's teaching materials about character descriptions to be learned by students in Semarang, Jawa Tengah, Indonesia, 78% served instructions didn't assist students to applied their manners, knowledge's, and their know-how regarding problem solving teenagers have to face often. The result is much students don't have skill to overcome the life lessons practically.

This happened at one of the biggest city in Indonesia which located in the centre of Java Island, Semarang city. Data taken from government-based organization, Badan Pemberdayaan Perempuan, Perlindungan Anak dan Keluarga Berencana (BP3AKB) of Central Java Province, indicated that there was an increasing number of victims of children violation in 2015 with monthly average reached 20% year-long (BP3AKB, 2015), unfortunately this escalation happened after the enhancement of character education component applied into school's curriculum (2013). The process of education in school gave less effect in regard of student's characters. As told by an article published from Komisi Perlindungan Anak Indonesia (KPAI) that school as factor isn't seen as institution to give applicative moral education for student's daily activities (Setyawan, 2014).

The result of exploration study found an information that there were no character education of teenagers issues in some of junior high schools although they gave counseling program which is quite out-dated. Other strong supporting factor is that the condition of intellectual development of young-student (8-12 years old) to create character with imitative actions tends to be influenced from idol or heroic character (Sudarilah, 2014, p. 7). An idol from their era, a strong, courageous character who always wins a fight causing the emergence of desire from young-student to be exactly like the one they saw or read on the media, aside from educational sources.

Thus, the process of perceptual development to take decision in matter of personal behavior system isn't consciously taken from an educated institution. In this process, happened what's called uncontrolled perception which closed the probability to infiltrate student's personal behavior about idol and heroic-based character using educational process of statehood, religion, and language. In Indonesia, in accordance with the prevailed curriculum, there are linguistic education and Indonesian language as school's courses which aimed to build communication skill through learning fairytales or stories. Within the local area, the result of exploration study showed that the composition of compulsory teaching materials (enacted by local government since 2004) in language and literature subjects for Junior High School student unconsciously limits the attempts to develop those teaching materials into ones which include solutions for teenager's issues. By seeing the existence of compulsory teaching materials, writer found comparison between variety of different teaching materials and number of schools which only gives 13% of student's learning needs with an average 1 variety for each school. And 70% of teachers from almost all junior high schools located within the area, with average 1 teacher/ school, didn't modification the teaching materials that will be used. This was an indicator that there were no learning processes aimed to utilize the role of local heroes' character which suitable to support building character development of student. It's impossible to develop a universal and effective heroic personality affecting the behavior of student.

Heroism character in teaching materials

The assumption that character development of children between 12-18 years old told by philosophers J.J. Rousseau (1712) quoted from Arthur in his book about character education in stage of intelligence and sensitivity (Arthur, 2003, p. 60) did not occur both practical and applicative. In this analysis, the content of those teaching materials were not incompatible in regard of the composition of content with teenager's needs. 78% of content only leads to competency standards applied such as attitude achievement, knowledge, and academic skills like reading, speaking, and writing skills. There was nothing leads to applicative study result used in society faced by graduate student, especially in facing clash between student. All contents are limited to attitude achievement e.g. devoted, noble, confident, and responsible to interact effectively with social and natural environment in regard of intercommunication and existence. Or conceptual, factual, and procedural knowledge of science, technology, art, and culture focusing on humanitarian, nationality, and statehood insights which is literacy and not applicable. Student failed to go through process of character building to imitate heroic personality.

As a consideration and also concrete fact about teaching material's composition regarding idol's heroic character; from all stories which have opportunities to develop character, only 25% accommodated. Regarding teaching materials available for student which needed to develop their character and also become solution to avoid and decrease clash between students, 89% student need appropriate materials which consist heroic character education. In fact, there are several heroic figures packed into fairy-tales stories such as kind-hearted Snow Princess, arrogant prince, a young boy named Malin Kundang who disobedience to his own mother. Yet personality components from each figure could not give personality materials to create new personality concept in his behavior. Some factors might tell the reasons such as repetitive nature of figures, irrelevant environment with current condition, lack of reference to support the character outside the story, and also unavailability of direct instruction of applicable action in order to develop heroic character concept.

Based on exploration result and theoretical study, to transfer heroic concept wrapped in local culture, there are 7 characters found in local heroes; believing own strength, continuing the struggle, defending their own belongings, never give up, holding discipline principle, keeping promises, and loyal. Those character began from the concept of heroism (Budiyono, 2007, p. 216) which wrote about the values and the personality of the Indonesian struggle. In this research, there were 30 core personality: 1) confident, 2) independent, 3) courage, 4) humble, 5) care, 6) thoughtfulness, 7) has vision and mission, 8) cooperative, 9) has orientation, 10) smart, 11) hard-work, 12) lover, 13) conservationist, 14) protector, 15) proud, 16) willing to sacrifice, 17) never give up, 18) do not know despair, 19) brilliant, 20) hold a life principle, 21) firm, 22) honest, 23) discipline, 24) consistent, 25) on-time, 26) responsible, 28) loyal, 29) God-fearing, and 30) noble. All of these could be used as materials for developing personality concept.

Based on current teaching materials, it appears that heroic-character-based education still not dominant. If we connect it with teenager issues in society, 89,5% heroic personality materials are irrelevant.

One of the indicators is that it's too universal and there is no utilization of local culture to be included in the character. These might be simple yet would give big impact to implement a comprehensive heroic concept which will be used by student to avoid clash between students with the right perception. The comparison is that many students who fight with another student have misunderstanding regarding the definition of confidence and self-proud, or thoughtfulness as reason to join the fight due to solidarity feeling.

Conclusion

Heroism concept in fairy-tales could be used as an alternative method to build student character in addressing student brawls. The concept also producing 6 main strategies related to teaching materials and school activities with heroism concept anticipating and decreasing student brawls while succeeded in building student character at their young ages. The strategies are; 1) Assuring that the teaching materials could be used functionally and effectively by controlling the quality and limiting the area of use, 2) Teaching materials must be designed and developed based on research about age-based student character synchronized with local culture to ease the process, 3) Materials about heroism concept must be modified in accordance with current situation such as re-telling or story adoption, 4) Learning activities must be equipped with instruction and clear rules aimed to building new concept of student's personality and behaviour, 5) Setting character achievement limits in affordable range and using remedial concept if needed, and 6) Activities performed as action form to rise student's conscious in addressing real-life situation.

Thus, based on previous explanation, the hypothesis about heroism concept as teaching materials to shift the perspective in seeing student brawls could be accepted. To ensure the succession of this hypothesis is to create an experiment and prototype as sustaining research in local area based on current analysis result in research area. Those teaching materials which create to develop the concept will also motivate student in learning literature (Sun, 2010, p. 890). Create teaching materials with heroism concept from local heroes can motivate student. In addition, in regards of specific character building is correct as developing character is not meant to create new thing but to form new character from the current character possessed (Nucci & Narvaez, 2008, p. 91). Local character can be mix easily to original character. To build the character using teaching materials, it needs to adapt with current character student have. The culture progress within human progress depends on evolution of society along with reality and individual experiences represented by common symbolism, oral or written (Bruner, 1999). In Bruner's perspective, decision lied in context of culture and conception before student brings them along with new situation as the result of learning previous context. Learning material modification can be an alternative problems solution. New learning is a product of "interaction" between each. Heroism concept in teaching material which already implementing strategy could be used as isolative learning for student to see student brawl in a whole brand new.

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