

Character Education through Storying Media to Grow Humanity Educational Values

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Abstract

The research was to describe: (1) character education with story media to foster human values, (2) integrating elements of assessment in the implementation of educational values, (3) social relations between school members after obtaining knowledge about educational values in humanity. The research method that the researchers employed of qualitative approach. The research subjects were the students. The data sources were as follows: (1) written sources, (2) oral sources, (3) recording. The data collection techniques are observation, interviews, storytelling with the theme of human values. The data analysis had been performed before, during and after the research by means of qualitative-descriptive techniques. The results of the research were as follows: (1) Storytelling media can instill educational values as a form of instilling human values. (2) Implementation of instilling educational values through storytelling in integrating subjects that are already going well and significantly and student development. (3) Inter-school relations are in a conducive and harmonious atmosphere.

Keywords: *fairy tale media, educational values in humanity, student development.*

A. Introduction

Character education implemented with fairy tale media is very relevant and will be easier to understand for student development based on a quote from Sophya (2018) "That in educating students in the midst of the roar of the joy of fairy tale students it is very important when chatting is something that cannot be missed, because fairy tales are very helping learning in class so that children are excited and excited again, as well as stimulating children's development can be done in a fairly powerful way, namely by telling a fairy tale because this can instill a sense of joy in them." According to Priyono "Storytelling when done with a very familiar approach will encourage the opening of children's horizons of thought, in line with the growth of the soul so that they will get something very valuable for themselves and can choose which is good and which is bad." quoted by Rukiyah (2018). So that it can be understood that the media of fairy tales plays an important role in the development of students to develop a good character with human values.

Storytelling is a very interesting activity, especially among teenagers and children. It is undeniable that children prefer to listen, especially if the story is good, all students are interested in listening to the story. Storytelling must be done in the right way because storytelling is not only a means of entertainment, but also

contains many advice that will later convey the values of life to listeners. There are lots of stories that don't educate, one of which is television shows that talk about juvenile delinquency or romance in which there is no causal relationship, so that many scenes are imitated by the audience, especially the younger generation. (Sudarismiati, 2018)

Based on this phenomenon, research is needed to find out character education through the medium of storytelling to foster the values of human education. Storytelling or storytelling is the legacy of Indonesian ancestors, because it is a form of oral tradition that has been passed down from generation to generation to grandchildren. Usually, storytelling can be found when a mother or grandmother tells her grandchildren when going to sleep. However, lately oral literature has been declining and can be categorized as almost extinct, even though storytelling and telling stories have a very extraordinary effect on children, as one of the lessons of life values through fairy tales, and can also be a means of entertainment (Nuryanto, 2018)

Method. This type of research is qualitative research. The data collection techniques are observation, interviews, storytelling with the theme of human values. Data analysis was carried out since, before, during, and after the research with qualitative descriptive techniques.

B. Discussion

Character Education or Humanity

According to a quote from Abdul Majid in his research by Ahmad Rifai (2018) character education is an effort to guide human behavior towards standard standards that are based on values, norms of life and life. So this effort is a way to appreciate the perceptions and personal values displayed. And the focus of character education is on ethical goals, but the practice involves strengthening important skills that include students' social development. Education is the most responsible process in producing Indonesian citizens who have strong character as capital in building a high and superior civilization. A strong national character is the product of good education and character development. When the majority of people's characters are strong, positive, resilient, high civilization can be built properly and successfully. So, to 'save' the future of this nation, character education is something that is imperative and must be viewed with high urgency. Character education is an important and strategic step in rebuilding individual and community identity, nation or state (Mahmudah & Wahidah, 2021).

Character education is crystallized into 5 basic values of character education, namely: First, religious values. It is a reflection of an attitude of faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding tolerance towards the implementation of religious worship. Second, nationalism. Nationalist values are ways of thinking, behaving, and acting that show loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation, and place the interests of the nation and state above self and group interests. Third, independent. Independent character values

are attitudes and behaviors that do not depend on other people and use all energy, thought and time to realize hopes, dreams and aspirations. It is also shown by a work ethic or hard work, toughness, resilience, fighting spirit, professionalism, creativity, courage, and being a lifelong learner. Fourth, mutual cooperation. The value of gotong royong is a reflection of respect, the spirit of cooperation and hand in hand in solving common problems, establishing communication and friendship, and providing assistance and assistance to people in need. Other values of mutual cooperation that need to be developed are inclusiveness, commitment to joint decisions, deliberation for consensus, solidarity, empathy, anti-discrimination, anti-violence, and volunteerism. Fifth, integrity. The last main value of strengthening character education is the value of integrity.

Storytelling

Fairy tales are folk prose stories that are not considered to have really happened. Fairy tales are told primarily for entertainment, despite the fact that many fairy tales depict truths, contain moral lessons, or are satirical. According to Eni Marta, 2022 that storytelling is a form of oral tradition as a means of communication and recording life events, which existed centuries ago. Fairy tales are children's stories that have fictitious-imaginative characteristics. Fairy tales are known for their ancestral cultural heritage which can be used as a means of providing learning, knowledge and broad insights about life. The benefits of fairy tales for children include, fairy tales as a means to entertain and also educate. It is said to be entertaining because it is presented with full expression, so that it can please the children who hear it, while it is educational because it contains education and moral messages. Through the use of media, students not only get stimulation through hearing but also through the sense of sight. Thus learning to listen to fairy tales will become more interesting and meaningful. Several studies on the use of media in learning to listen to fairy tales have been carried out by other researchers, one of which was research using DORA (Dongeng Nusantara) media conducted by (Husniyah, 2022). Children's fairy tales are very useful because they can strengthen the relationship between parents and children, and help optimize the psychological development and emotional intelligence of children. Examples of fairy tales that can be given to children are fairy tales about local wisdom that can be taken from various regional legends and a series of unique and funny stories about a mouse deer.

Storytelling Media in Character Education

Storytelling media in character education has relevance in cultivating the moral development of students to get used to good values. In its application it is divided into the stages of introduction (moral knowing), and feeling and doing (moral feeling and moral action). The step chosen is a strategy to make character values a habit for children both at home and in educational institutions. This aspect of fairy tale character education contains character values. These character values are then felt (moral feeling) and accustomed to children (moral action). The form of implementation is to use the method of habituation, exemplary, role playing, giving rewards. Habituation of good character values is always taught to

children so that they get used to it and become a culture in their life. Exemplary is exemplified by all stakeholders in the institution such as teachers, heads of institutions, and employees. Role playing is used so that children can feel about the value of good character, so that in real time they become used to it. As for rewards as a means of fairy tales, media variations of fairy tales, as well as the existence of supporting methods. This type of fairy tale is to stimulate children to want to do good character values.

The development of local fairy tales in the millennial era based on character education and digital technology has been carried out by Salamah (2012) by combining local fairy tales with the heroic stories of today's nation's children, for example the story of Kancil and Harimau combined with the heroic story of Mr. BJ Habibie. This story features smart, clever, polite, sensitive, and creative-productive characters, as well as kind, honest, helpful and like to work hard in mutual cooperation. The combination of these stories resulted in creative local fairy tale book, comic and cartoon prototypes. This research is prototypal, so that it can be developed with various local fairy tales throughout the archipelago (Suyatno, 2005) combined with past and present heroic stories. With creative local fairy tales based on strong and inspiring character education, it can shape strong character and personality for the millennial generation to have a nationalist character, a strong work ethic, be disciplined, polite, and have global competitiveness. Thus, Indonesian children are expected to have strong character in accordance with Pancasila and the 1945 Constitution so that amidst the massive influx of global culture, Indonesian children can have competitive competence but still have cultural personalities.

Research result

Based on the analysis of the situation presented by the presenters, found several problems in teaching using the lecture method, because it is common, many educators give material to students using the lecture method which seems monotonous, different from storytelling learning media. Because storytelling does not only convey material, but storytellers also demonstrate voices, styles, expressions so students are more entertained. Material that is interesting and full of content if delivered in an uninteresting manner will all be in vain and not reach students, as is the case with material that contains a lot of human values and character education if the material is accepted by students it will have a very positive impact. extraordinary. Therefore the problems that have been implemented in addressing this and several ways to react to it:

Storytelling media will add a dramatic impression to the story, in the implementation of this research, it is targeted that all students can get, understand and have a positive impact or influence after listening to fairy tales that contain human values and character education with those that have been chosen by the storyteller according to the theme needed .a fairy tale conducted by research at the Ulujami Muhammadiyah Vocational School in Pematang with the title Turtles Looking for Friends.

The output of research activities using fairy tale media include students being presented with fairy tales by the teacher with the theme of human values

and character education. The title of the fairy tale "The Turtle is looking for a Friend" from the results of this study students can find out what values are contained in the fairy tale that has been conveyed by the teacher. In every storytelling, there are many scenes that help one another, such as when there is a flood, a natural disaster, many people help, respect one another.

Media storytelling is very liked by students in addition to the unique way of conveying it, storytelling media participants will not get tired of listening and paying attention to it, if there is a turtle's voice then the storyteller will also convey the sound with lower or slower intonation because it adapts to the nature of the turtle, different when the storyteller demonstrates the wolf, the storyteller will deliver it in a loud and fierce voice, not only in terms of delivering vocals but the storyteller also presents it with gestures so that he conveys material more expressively.

Student games are also more dramatic when storytelling is because these students have already condensed fairy tales with gestures, such as jumping, running, dancing so that students unconsciously carry out physical activities and exercise. This is where gestures in fairy tales can improve physical fitness. Storytelling activities with gestures that are carried out continuously in addition to sharpening the brain or mindset of students in fact have a positive effect on the storyteller's body. You can see that the more gestures the student makes, the less tired the students are when the initial practice on fairy tales is without using gestures.

At this stage the researcher describes all stages of analysis in the study. The researcher will reflect on the phenomena that occur in the research, starting from the stage, storytelling, analysis of the contents of the scenes and characters in the fairy tale "The turtle is looking for a friend" which will be implemented for students, teacher and student interviews (in the form of students' responses to fairy tales) which based on the main problem formulation in this study, namely as follows: (1) fairy tale media that contains character education values, (2) what are the character education values contained in the title "Turtles Looking for Friends", (3) how do participants students identify the educational values of the fairy tale characters contained in the title "Turtles Looking for Friends". can be integrated that is capable of loading mandate messages.

Below, the researcher will describe the value of character education in the fairy tale Turtle Looking for a Friend, that popular fables are popular, especially for students: Student games are also more dramatic when storytelling is because these students have already condensed fairy tales with gestures, such as jumping, running, dancing so that students unconsciously carry out physical activities and exercise. This is where gestures in fairy tales can improve physical fitness. Storytelling activities with gestures that are carried out continuously in addition to sharpening the brain or mindset of students in fact have a positive effect on the storyteller's body. You can see that the more gestures the student makes, the less tired the students are when the initial practice on fairy tales is without using gestures.

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Below, the researcher will describe the value of human education in the fairy tale Turtle Looking for Friends, that popular fables are popular, especially for students: In this fairy tale, there are several points of human educational values, namely:

1. The attitude value does not discriminate when choosing friends

In the scene when the tortoise is alone, he doesn't have friends or friends because the tortoise is an animal that is very slow when walking so no one wants to be his friend like a chicken, a wolf, a tortoise asks the chicken "hey chicken do you want to be my friend? The chicken replied "I don't want to be your friend because you are an animal that walks slowly, not like me !!, the same was the case with the wolf when the tortoise asked "Hey wolf, do you want to be my friend? Answer the wolf, I don't want to because you are an animal that is very slow when walking! but the tortoise did not give up looking for a friend, finally met a rabbit, and the rabbit wanted to be a friend of the tortoise, the hare did not look at what the tortoise had, because it accepted what it was as a friend.

2. The value of helping each other

In the scene when a natural disaster occurs, due to the heavy rain that doesn't stop, it finally floods, all the animals in the forest drown because they can't swim, the turtle is an animal that can swim, because the turtle is a friend of the rabbit, the rabbit is finally helped by the turtle the tortoise and finally the hare survived to ride on the tortoise's back. Responses of students after listening to turtle tales looking for friends

1. Based on the answers from the respondents, that the response of students after hearing fairy tales was very happy, wanted to learn storytelling techniques, very enthusiastic, very attentive, some even imitated the storyteller from his style and gestures. Apart from being interested in storytelling media, students can also understand the content conveyed by the fairy tale, regarding the themes given in the fairy tale, understanding the importance of helping each other, respecting each other, justice and not discriminating and showing affection to all. Scenes in fairy tales will become examples and be remembered in everyday life whether in the family, community or in the school environment, students will have a spirit and attitude of mutual help, fairness, compassion, religion, cooperation, hard work, Honest, diligent and patient.
2. Based on the answers from the respondents, after the students listened to fairy tales containing human values it turned out to be very big for children's character education. This proves that students in everyday life. Without realizing it, the child has imitated the good deeds from the fairy tale given by

the storyteller. It can be seen that students have a soul and attitude of mutual help, fairness, compassion, religion, cooperation, hard work, honesty, diligence, towards their fellow friends. Fairy tales that have fantasy nature are what make children interested in fairy tales. With fairy tales, it can bring the imagination of students to more easily understand the meaning of character education. So that character education can be taught from an early age through fairy tales.

C. Conclusion

From the description of the discussion that has been explained it can be concluded that the cultivation of humanitarian education through fairy tales of students is able to bring the imagination to more easily understand the meaning of human values education. So that character education can be taught from an early age through fairy tales. Because storytelling media is very liked by students in addition to the unique way of conveying it, participant storytelling media will not be bored to listen and pay attention to it.

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