

CHARACTER EDUCATION VALUE ANALYSIS IN COLLECTION OF STUDENTS

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Abstract

Education must be adapted to the development of the times so that the academics are required to innovate by utilizing the sophistication of technology as a source of learning, learning media, and teaching and learning process. The development of globalization has an impact on the character of children today who are considered alarming. This can be seen from the development of personality and social development that is not in accordance with religious norms, cultural norms, and social norms prevailing in society. Children tend to be so selfish that they don't like to work together, can't respect their parents or teachers, often they are trapped in the world of crime and drugs. Efforts to instill the values of character education in children in the millennial era can be done by integrating subjects through technology, for example in learning Indonesian language children are assigned to memca poems, short stories, or novels which contain elements of moral values contained in literary works on the Internet. The formulation of the problems in this study are as follows: a) What are the values of character education contained in the short stories of IKIP Siliwangi students? b) What character education values are most contained in the short stories of IKIP Siliwangi students? This research is a qualitative study using descriptive analytical methods. Judging on the basis of methods and objectives, this research includes research and development.

Keywords: character education, short stories, teaching materials

INTRODUCTION

Education is one important factor in supporting the development of the times. Through quality education will certainly give birth to a generation of intelligent, innovative, creative, and most importantly competent in their fields. The education hierarchy certainly must prioritize objectivity, equality, tolerance, and the truth of science. The development of science and technology or often we are familiar with the era of globalization, of course, must be balanced with qualified knowledge. According Raharjo (Salim, 2013, p. 30) stated that character education is a holistic education because it connects the moral dimensions of students with the social realm as the foundation for the formation of a quality generation that is able to produce a product or service and has a principle of truth that can be accounted for.

The inculcation of the values of character education in the world of education is felt to be very necessary in the development of the current era of globalization. The problem that needs attention now is attitude, acceptance of members of the community so that it does not dissolve in it, does not consider modernization and globalization in various forms as something that must be utilized both from the positive and negative sides. Ratna (2014, p. 132) states that character education is the process of forming personality, psychiatric,

balanced relations with physical structures, in order to anticipate various external influences that are negative. Broadly, character education is expected to protect oneself, to form an independent personality based on certain beliefs, both individual and group. Planting the values of character education is expected to be a foundation for students in facing the challenges and developments of the times.

Based on this background, the formulation of the problem in research is:

- a. How are the results of writing student short stories based on their structure?
- b. What character education values are contained in the short stories of IKIP Siliwangi students?

The purpose of this study was to determine the student's character through his short story writing, the character values contained in his short story, and to find out the implementation of appreciation teaching materials and prose studies on the progress of student character formation in IKIP Siliwangi. In addition, this research is expected to be able to contribute and provide progress in the field of learning at IKIP Siliwangi.

Zubaedi (Salim, 2013, p. 30) argues that character education is an education of character plus, including teaching programs that aim to develop the character and character of students by living the values and beliefs of society as a moral force in their lives through honesty, trustworthy, discipline, and cooperation that emphasizes the effective domain (feelings / attitudes) without leaving the cognitive domain (rational thinking), and the realm of skills (skills, skilled at processing data, expressing opinions, and cooperation). This is in line with the opinion of Wulandari (2015, p. 171) states that literature has a role in the character education of students, through cognitive development, personality development, and social development.

Licon (Gunawan, 2014, p. 23) argues that character education is education that aims to shape one's personality through character education, which is seen in concrete actions, through good behavior, honesty, responsibility, respecting the rights of others, and like to work hard. While Suryaman (2010, p. 114) states that literature is not only something that is able to provide attraction and entertainment alone but is able to provide mental and intellectual enlightenment which is the most important part in shaping the value of character education.

Gunawan (2014, p. 28) argues that character education is an effort designed and carried out systematically to instill values of student behavior related to God Almighty, self, fellow human beings, environment, thoughts, attitudes, feelings, words and deeds that are in accordance with religious, legal, karmic, cultural and cultural norms. This statement needs to be done continuously, continuously, and the results will be seen in the long run. Waryanti (2015, p. 163) argues that character education cannot be done incidentally but must be planned and sustainable until it reaches habits.

Based on the above statement it can be concluded that character education is an effort to shape one's personality based on religious, social and cultural norms so that it can produce graduates' competencies that can innovate, create useful work, and can create jobs that can compete in the globalization.

According to Prastowo (2013, p. 17) states that teaching materials are all learning materials (both information, tools, and texts) that are arranged systematically, displaying an intact form

of competition that will be mastered by students and can be used in learning processes with the aim planning and studying learning implementation. Supporting books are teaching materials that are compiled to complement the main material sources used in the lecture process (Prasetya et al, 2017, p. 752).

Teaching materials have a very important role to create an atmosphere of effective learning in tertiary institutions. In the learning process lecturers have a role to prepare teaching materials that can support the learning process, so that it helps students achieve their goals optimally (Arsanti, 2018, p. 74). Based on the explanation above, it can be concluded that teaching materials are all materials in the form of books, handouts, and modules that can be used as learning tools to help students' needs in achieving learning objectives.

METHOD

The method is a method that must be taken to achieve the goal. The use of appropriate methods can help solve problems in research. The research method is basically a scientific way to get data with specific purposes and uses (Sugiyono, 2012, p. 2). The research method is the method used by researchers in gathering research data (Arikunto, 2006, p.160). From this understanding it can be concluded that the research method is a way to obtain, collect, and obtain data from research results.

This research is a qualitative study using descriptive analytical methods. Judging on the basis of methods and objectives, this research includes research and development. Researchers conduct research activities in addition to analyzing the value of character education in the short story collection of students and then the results of the analysis are used as teaching materials for courses of appreciation and prose studies at IKIP Siliwangi.

RESULT AND DISCUSSION

Table 1.1
Short Story Analysis Results

NO	Subject	ASSESSMENT ASPECT				SCORE
		Completeness of the formal aspects of the short story	Completeness of the Short Story Intrinsic Element	Cohesive Structure / Short Story Structure	Language	
1	Subject 1	25	15	20	20	75
2	Subject 2	25	15	10	20	70
3	Subject 3	25	20	20	20	85
4	Subject 4	20	15	20	20	75
5	Subject 5	25	15	20	15	75
6	Subject 6	15	15	15	10	55
7	Subject 7	25	25	20	20	90

8	Subject 8	25	25	25	20	95
9	Subject 9	25	20	15	20	80
10	Subject 10	20	20	20	15	75
11	Subject 11	20	15	20	20	75
12	Subject 12	25	20	15	15	75
13	Subject 13	25	20	15	15	75
14	Subject 14	25	25	20	20	90
15	Subject 15	20	20	15	15	70
16	Subject 16	20	20	20	20	80
17	Subject 17	25	20	15	15	75
18	Subject 18	25	15	15	15	70
19	Subject 19	20	15	15	20	70
20	Subject 20	25	20	20	15	80
21	Subject 21	20	20	20	20	80
22	Subject 22	25	20	20	25	90
23	Subject 23	25	15	15	10	65
24	Subject 24	20	20	20	15	75
25	Subject 25	20	15	15	15	65
26	Subject 26	15	15	15	15	60
27	Subject 27	20	20	15	15	70
28	Subject 28	15	10	15	15	55
29	Subject 29	15	15	15	15	60
30	Subject 30	20	20	15	15	70
31	Subject 31	20	15	15	15	65
32	Subject 32	20	20	20	10	70
33	Subject 33	20	15	15	15	65
34	Subject 34	20	20	20	20	80
35	Subject 35	20	20	20	20	80
36	Subject 36	15	15	15	15	60
37	Subject 37	15	15	15	15	60
38	Subject 38	20	20	20	20	80
39	Subject 39	25	20	20	20	85
Average Amount		21,28	18,07	17,43	16,92	71,79

Based on the results of the analysis of short stories in a collection of student short stories obtained data that in completeness of the formal aspects of the short story the average obtained was 21.28. Completeness aspects of the short story intrinsic element with an average number of 18.07. The integration of elements / structure of short stories with an average number of 17.43 while for the use of language / diction used with an average of 16.92. So that the average number of scores obtained was 71.79. The diction aspect is the smallest aspect, the use of diction in students' writing needs to be trained so that they have a lot of vocabulary to express meaning in their writing.

Table 1.2
The Value of Character Education in Short Stories

NO	QUOTE	CHARACTER VALUE	INFORMATION
1	<i>Nabila, Lutfi, Nanai, Devi, dan Astri mereka merupakan lima sekawan, setiap hari</i>	Friendly / communicative	Actions that show the activity of talking,

	<i>mereka selalu bersama, mereka kuliah disebuah universitas dikota Bandung,mereka terkenal sebagai lima sekawan yang setia pada satu sama lain.</i>		hanging out with other people.
2	<i>Melanjutkan aktivitas seperti biasa, aku sibuk dengan kesibukanku. Dan dia sibuk dengan kesibukannya. Tapi kesibukan ini tidak mematahkan hati kita. Dan kita masih tetap berkomunikasi. Karna kita percaya, bahwa dengan rasa percaya maka semua nya akan berjalan dengan lancar.</i>	Communicative	Tidakn like to get along and work together as a form of social beings.
3	<i>Sudah seharusnya dia menerima kenyataan itu. Kenyataan yang sampai sekarang sulit diterima Rani, kenyataan bahwa mereka tidak bisa bersama, ya – dia masih tertuju kepada Romi. Merindukan segalanya tentang Romi, termasuk suara Romi.</i>	Democratic	How to think, act, and behave have their respective rights
4	<i>Rio yang saat itu tidak pernah terlihat beberapa hari akhirnya terlihat kembali .Saat itu pagi hari yang sangat cerah terlihat Nabila dan teman-temannya sedang asyik berkumpul dibawah pohon yang biasa mereka tempati, tanpa berpikir panjang rio menghampiri mereka,dan meminta maaf karena apa yg dilakukan saat itu salah,Rio baru menyadari bahwa pentingnya arti persahabatan buat kalian,gak seharusnya aku melakukan hal itu demi mendapatkan Nabila.</i>	Love peace	A brave attitude to admit mistakes to create harmony.
5	<i>Dia pun bertanya tentang berapa gaji ku, dia bertanya tentang berapa batang rokok yang aku hisap setiap harinya dan dia pun menyuruhku menyisihkan sisa gaji ku agar aku bisa menabung untuk melanjutkan sekolah, dia berkata memang dengan sekolah tinggi tidak menjamin aku akan menjadi seseorang yang sukses tapi lihat sisi baiknya, ruanglingkupku akan lebih luas, akan semakin banyak teman yang lebih beragam, lalu dia juga menyuruhku untuk mengurangi merokok katanya demi kebaikan Ku dan apa yang aku dapatkan nanti bukan untuknya melainkan until diriku sendiri.</i>	Mandiri	Attitudes and behaviors that show do not depend on others.
6	<i>Mungkin saja Tuhan enggan aku bersama dia karena boleh jadi akan terjadi sesuatu yang buruk bila setelah menikah nanti. Mungkin Tuhan ingin melihat aku menjadi pribadi yang baik dengan kualitas iman yang meningkat.</i>	Religious	Obedient attitudes and behaviors in implementing religious teachings, being tolerant of other religious practices, and living in harmony with others.
7	<i>Pukul 13.30 WIB kami semua harus mengikuti rapat atas perintah atasan perusahaanku. Tumben sekali, rapatnya dadakan, biasanya kalau dadakan hanya orang-orang tertentu dan kalau bukan ya kami diberitahukan dahulu dan engga lebih biasanya presentasi jadi aku udah siap walaupun bertanya atau memberi saran tapi kalau rapat ini berbeda dari biasanya. Aku melihat bos ku begitu serius sekali, mungkinkah terjadi sesuatu dengan</i>	Hard work	Behavior that shows earnestly in overcoming various learning and task barriers and completing tasks as well as possible.

	<i>perusahaan kami, atau kah akan ada pemecatan masal. Semoga saja bukan berita buruk.</i>		
8	<i>"oh ya sama, hmm salam kenal ya" dengan canggung dan saling bingung kita berkenalan. Dia sopan, terlihat baik dan keren karena kulitnya yang putih, senyum dengan bibir pinknya dan badan tinggi membuat orang banyak mengaguminya sayangnya dia orang yang tertutup dan hanya bisa terbuka dengan orang yang mengenal dan menurutnya memahami dia. Ia bernama Nimo ia pindahan dan dia satu kelas, dia juga temen baru Mia walaupun baru kenal tapi mereka sudah akrab karena sifat Mia yang mudah bergaul membuat orang baru mengenalnyapun</i>	Polite	Good qualities from the point of view of grammar and behavior for everyone.
9	<i>"Ih mamah,, iya iya aku mandi cium dulu tapi mam.. muahhh.. i love you mom". Akhirnya loli pun mandi dan debat pagi itu selesai, walau pun debat mereka sering terjadi, tetapi kasih sang diantar mereka semakin erat.</i>	Love for others / affection	Feelings that a person has to love one another.
10	<i>"Bagaimana apa ada usul untuk perayaan menyambut hari sumpah pemuda esok lusa?" ucap Gibran yang bernotabene sebagai ketua OSIS. "Bagaimana kalo kita ikut berdemo dengan sekolah lain sepertinya asik, sekarang kan Indonesia sedang dijajah oleh negara China " usul Cakra.</i>	The Soul of Nationalism	Ways of thinking, acting and doing that show loyalty, care, and high esteem.
11	<i>"Nah iya lagipula untuk apa berdemo, panaspanasan, teriak-teriak, tidak di beri uang pula, tapa untungnya?" tambah Gian. "Tapi kan sebagai pemuda yang membela bangsa kita harus mengikuti perkembangan zaman, sekarang ini banyak kan mahasiswa-mahasiswa yang berdemo untuk membela negara kita, kita juga tidak boleh kalah dengan mereka walaupun kita masih SMA tapi jiwa ke petiotisme an kita juga tinggi" timbal Cakra. "Memang cara nya harus berdemo? Nanti jalanan macet, banyak sampah juga, kalo kita diamankan polisi gimana? Nggak deh makasih." jawab Gian. "Yah payah lu Blo, hari gini takut polisi kalo memang kita ga salah ya kenapa harus takut." ledek Cakra.</i>	Love the motherland	Feeling to own and protect both attitude and deeds towards the nation.
12	<i>Setiap malam Adam tidak lupa dengan kewajibannya yaitu belajar dengan sungguh-sungguh, hasil tidak akan mengkhianati usahanya. Adam mendapatkan peringkat pertama di kelas dan menjadi perwakilan lomba OSN dari sekolahnya untuk menuju tingkat kabupaten, Adam sangat menyukai pelajaran biologi dan kali ini Adam mewakili sekolahnya untuk bidang OSN biologi di tingkat kabupaten.</i>	Discipline	An action that shows orderly behavior and complies with various rules and regulations.

Based on the table above, it can be concluded that there are several values of character education in short stories written by students. The value of character education that appears in the collection of student short stories is in the form of friendly / communicative character education, democratic, peace-loving, religious, independent, hard work, love for others, the soul of nationalism, love for the motherland, and discipline. All short stories written by students all contain character values in their writings, this implies that students have an identity in applying their attitudes and actions in daily life.

CONCLUSION

Based on the explanation above, it can be concluded that the students are able to interpret and apply the structure of the short story builder. Students can already tell an incident clearly. The portrayal of the characters can be described through their appearance, attitudes, and actions. The diction used is still limited but there are some students who have used diction correctly.

Character is a state that exists in individuals who have been embedded to distinguish themselves from others. A collection of short stories written by students already contains the value of character education in their writings. After analyzing there are twelve values of character education, meaning that students have characters that will indirectly carry over when they write short stories. The most educational value of religious character is contained in the short stories they write.

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