

Analysis of the Value of Character Education in the Fairy Tale “I Am a Great Leader” by Arleen Alexandra and Its Relevance as a Learning Support Book for Elementary School Students

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Abstract

This study aims to (1) analyze the intrinsic elements of the fairy tale I am the great leader by Arleen Alexandra, (2) the value of character education in the fairy tale I am the great leader by Arleen Alexandra, (3) the relevance of the fairy tale I am the great leader by Arleen Alexandra as a learning support for students elementary school. This type of research uses descriptive qualitative research. The object used in this study is the fairy tale book I'm the Great Leader by Arleen Alexandra. This research is focused on the educational value of character education contained in the fairy tale I am the great leader by Arleen Alexandra and its relevance as a supporting book for elementary school students. The data source is a collection of fairy tales, fairy tale quotes. The research instrument used in this study was data recording cards containing narration and conversation. Data collection in this study was carried out using library techniques, reading techniques, and note-taking techniques. In the data analysis technique used content analysis (content analysis). The results of the analysis in this study can be concluded that (1) the intrinsic elements of the fairy tale I am the great leader of Jarya Arleen Alexandra consist of: (a) theme, (b) characters and characterizations, (c) plot, (d) setting, (e) point of view, (f) mandate. (2) the value of character education in the fairy tale I am the great leader by Arleen Alexandra, namely: honesty, tolerance, hard work, creative, independent, curiosity, appreciating achievement, friendly or communicative, peace-loving, social care, responsibility. (3) the fairy tale book I am a great leader by Arleen Alexandra is relevant to be used as a learning support book for elementary school students, namely: sentence length and vocabulary according to students' reasoning power and reading ability, the theme of friendship, health and other themes relevant to the age and daily experience of students, in accordance with the interests and preferences of students, in accordance with morals and religion delivered without patronizing, the correct structure of written language (spelling, grammar, cohesion), which is presented in a variety of ways (through rhyming words, poetry and dialogue) that is easy to understand, the information in the book does not offend certain groups of people.

Keywords: Elementary School, Character Education, Fairy Tales.



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INTRODUCTION

In the 2013 curriculum, character education is more emphasized for student assessment at school because the 2013 curriculum does not only assess academically but assesses character. If the student has good academic grades but does not have good character, then the student does not get good grades. Good grades can be obtained by having good academic grades and having good character values or a balance between academic values and character education values possessed by these students.

According to Kesuma (2012: 4) character education is a term that is getting more and more recognition from Indonesian society today. Especially with the perceived disparities in educational outcomes, it can be seen from the current behavior of graduates of formal education. Characters can be formed with their habits in everyday life, character is very

important as a problem, because with the formation of character. Character building is very important but not easy to do because character building takes a long time and can last a lifetime. Character can be formed involving all parties, both parents, schools, the school environment, and the wider community. Character formation will be successful if there is continuity, cooperation and harmony.

In recent years, the mass media has often reported on physical conflicts between communities, religions, students, youth, gangs and villages, which were triggered by minor problems and misunderstandings. Drug and alcohol abuse also hit teenagers, smoking among students has also become a normal thing. With drug and alcohol abuse accompanied by new problems such as decreased enthusiasm for work (lazy), free sex, decreased social sensitivity accompanied by a lack of concern for conscience (conscience), decreased respect for parents and teachers, feeling brave and strong (acting recklessly). With the above problems, character learning must be taught to children from an early age. The character learning that the author will discuss is especially character education in elementary schools.

Character learning in elementary schools can be integrated into subjects, one of which is Indonesian, namely about fairy tales. Fairy tales can be used as a medium in the delivery of character education learning to students. The fairy tale that researchers took with the title I'm a Great Leader, in the fairy tale the researcher will take the educational value of the character contained in it. Based on the results of observations when the apprentice conveys fairy tale material, educators still find it difficult because learning must allude to daily activities or activities that have been experienced by students so that students can easily understand what is explained by the educator. Fairy tale learning has not received good attention to convey fairy tales from educators for students who will receive learning about fairy tales. Educators should also be able to use fairy tales as a means of conveying character education.

RESEARCH METHODS

The research method used in this research is descriptive qualitative. According to Sugiono (2019: 17) said that the qualitative research method is a naturalistic research because the research is conducted in natural conditions (natural setting). In this study, an object used in this study was a collection of fairy tales by Arleen Alexandra published by Bhuana Popular Science. The object of research is something that is the main concern of a study (Arikunto, 2014: 161). Data collection techniques in this study, researchers used the observation method. The observation method is a conscious effort to collect data that is carried out systematically, with standardized procedures (Sugiyono 2019: 297). Step-by-step read the text of the fairy tale as a whole, taking notes that are relevant to the character education values contained in the fairy tale I'm the Great Leader, grouping data based on intrinsic elements and the educational value of the characters in the fairy tale I'm the Great Leader. Record the data obtained on the data card. The technique for presenting the results of the data analysis used in this study is an informal presentation technique. Informal presentation techniques are formulations with ordinary words (Sudaryanto, 2015:241)

RESEARCH RESULTS AND DISCUSSION

Intrinsic Elements of the Fairytale I'm a Great Leader by Arleen Alexandra

The intrinsic elements in the fairy tale I'm the Great Leader by Arleen Alexandra, which the author has researched are themes, characters and characterizations, storyline, setting, point of view, and message. In *Aku the Great Leader* there are two themes, namely the major theme and the minor theme. The characters and characterizations in the fairy tale I'm the great leader by Arleen Alexandra are as follows: Roger (arrogant). Water Man (friendly, creative, caring),

Woman (evil), Adolfo (hard worker, smart), Archires (sociable/sociable), Archiron (creative), Archirun (responsible, creative), Archirina (sociable/sociable, caring), Putri Isiana (independent, caring), Mother (hard worker), I (care, discipline, responsibility), Joanna's father (hard worker, creative), Joanna's mother (hard working, creative), Lizia (arrogant), Warren (curiosity, independent), Claudia (independent), Wooden Bridge (sociable/sociable, friendly), Marble Bridge (arrogant), Rod Kirian (never give up, work hard), Kev (never give up, independent).

In the Fairytale I'm a Great Dreamer by Arleen Alexandra, there is an advanced plot and is divided into three stages, namely: beginning or introduction, middle or conflict and ending or resolution. The setting in the fairy tale I'm the Great Leader by Arleen Alexandra is divided into two, namely: the setting of the place (at school, at home, in class, in the village, on the beach, in the city, in the river, in the city of cloth, in the city of wood, and in the kingdom) and the time setting (one day, morning, noon, evening, evening, the next day, every day, that day, today, one fall and one summer). The point of view used in the story is the third person point of view, namely the author in the story tells the story using pronouns such as "he" or "he". The message contained in a fairy tale I am the Great Leader is to believe in yourself, follow what your heart tells you, have a passion for achieving a goal, every shortcoming has advantages, understand the wishes of others, be responsible for the tasks that have been given, not to be proud of what you have done. we have, hard work will get satisfying results, accept differences, work together to produce better results, provide assistance to people in need, never give up under circumstances.

The Value of Character Education in the Fairytale I'm a Great Leader by Arleen Alexandra

The character education values contained in the fairy tale I'm a Great Leader are Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Curiosity, Appreciation for achievement, Friendly or communicative, Peace-loving, Social care and Responsibility.

The Relevance of the Fairy Tale I Am a Great Leader by Arleen Alexandra as a Supporting Book for Learning for Elementary School Students

As a supporting book for learning in elementary school students because it meets the criteria for a supporting book as presented by the curriculum and bookkeeping center (2018: 14), namely (a) the sentence length and vocabulary of the book are in accordance with students' reasoning and reading abilities; (b) The theme of family, friendship, friendship, health and other themes that are relevant to the age and daily experiences of students at the SD/MI level; (c) in accordance with the interests and preferences of students at the SD/MI level; (d) in accordance with morals and religion delivered without patronizing; (e) the structure of the written language is correct and easy to understand (f) the language, story and information content in the book do not offend certain groups of people.

CONCLUSION

The intrinsic elements in the fairy tale I'm the Great Leader by Arleen Alexandra include: (a) Theme; The themes in the fairy tale book are divided into two, namely the major theme and the minor theme. (b) Characters and Characterizations; John (Smart, Never Give Up), Rogger (arrogant), Water Man (friendly, creative, caring), woman (evil), Adolfo (hard worker, smart), Archires (outgoing or sociable), Archirun (responsibility, creative), Archirina (sociable or sociable, caring), Putri Isiana (independent, caring), Mother (hard worker), Me (caring, discipline, responsibility), Joanna's father (hard working, creative), Joanna's mother (hard working , creative), Lizia (arrogant), Warren (curiosity, independent), Claudia (independent),

Wooden Bridge (sociable or sociable, friendly), Marble Bridge (arrogant), Rod Kirian (never give up, work hard) and Kev (never give up, Mandiri). (c) The storyline is a forward plot and is divided into three stages, namely: the beginning or introduction, the middle or conflict and the end or completion. (d) the setting in the fairy tale I'm the Great Leader by Arleen Alexandra is divided into two, namely: the setting of the place (at school, at home, in class, in the village, on the beach, in the city, in the river, in the town of cloth, in the town of wood, and in the kingdom) and time setting (one day, morning, noon, evening, evening, the next day, every day, that day, today, one fall and one summer). (e) the point of view of the fairy tale I'm the Great Leader using a third person point of view (f) the message contained in the fairy tale I'm the Great Leader as follows: believe in yourself, follow what your heart says, have the passion to achieve something, every shortcoming must have strengths, understand desire of others, responsible for tasks, hard work will get satisfactory results, accept differences, work together to produce better results, provide assistance to people in need, never give up under circumstances. The value of character education in the fairy tale I'm the Great Leader by Arleen Alexandra includes: Honest, Tolerance, Discipline, Hard work, Creative, Independent, Curiosity, Respect for achievement, Friendly or communicative, Peace-loving, Social care and Responsibility. The Fairy Tale Book I'm a Great Leader by Arleen Alexandra is relevant as a supporting book for learning in elementary school students because it meets the criteria for supporting books as presented by the curriculum and book center (2018: 14), namely (a) the sentence length and vocabulary of the book are appropriate with the reasoning and reading ability of students; (b) The theme of family, friendship, friendship, health and other themes that are relevant to the age and daily experiences of students at the SD/MI level; (c) in accordance with the interests and preferences of students at the SD/MI level; (d) in accordance with morals and religion delivered without patronizing; (e) the structure of the written language is correct and easy to understand (f) the language, story and information content in the book do not offend certain groups of people.

Suggestions for readers are expected to increase knowledge about character education. The value of character education in fairy tale books can be understood and applied in everyday life and can then be taught to students of elementary school age. For teachers, the fairy tale book I'm the Great Leader by Arleen Alexandra can foster students' interest in reading fairy tales as a means of forming positive character so they become polite and intelligent. For students so that students can understand and apply the value of character education contained in the fairy tale I'm the Great Leader by Arleen Alexandra. As well as character development students in schools for students through fairy tale media.

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