



CHILDREN'S STORY OF REALISTIC FICTION AS STRENGTHENING THE VALUE OF THE NATION'S CHARACTER EDUCATIONAL ATTITUDE

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Article info	ABSTRACT
<p>Corresponding Author: Encil Puspitoningrum, encilpuspittingrum@gmail.com Universitas Nusantara PGRI Kediri</p>	<p>Stories specifically for children are called children's story. The content in it is in the form of daily life that a child carries out in his life. One type of children's story is realistic fiction. This type of research uses literature study. Finding various theories, laws, postulates, principles, or ideas that are used to analyze and solve formulated research questions is the focus of this research. The results of this research show that children's story can be used as a guide in strengthening the values of national character education. Because instilling the values of national character education through children's story is considered capable of helping the formation of students as human beings who have moral and ethical values.</p>
	<p>Keywords: <i>children's story, realistic fiction, character education</i></p>
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INTRODUCTION

Children are like shoots that grow and develop to become the next generation of a nation. Children are not like parents; they have their own world and need a good environment to support their growth and development. To realize good child development, a good and child-friendly educational environment is needed. By forming a good personality in children, the nation's next generation will grow up to have a spirit of respect for themselves and others. If children grow up in an environment that does not support their growth and development, we can imagine what kind of future generation we will face. So, children's rights to education and protection for growth and development are the main thing that needs to be considered for the purpose of national survival. UNICEF (in Huraerah, 2006: 19) Children are people aged 0-18 years. Child Welfare Law Number 4 of 1979 of the Republic of Indonesia, children are those who are not yet 21 years old and are not married. In realizing a child's personality, good reading is also needed to help their growth and development. Children's stories are a type of story written specifically for children with the aim of providing entertainment as well as education. These stories usually use simple language that is easy for children to understand and contain moral messages or positive values that can be a lesson for them. In children's stories there is what is called realistic fiction. Realistic fiction is a literary genre that focuses

on stories and characters that could happen or exist in real life. In realistic fiction which depicts children's lives, examples can be taken as strengthening character education. Character education is a systematic effort to help students develop moral and ethical values, as well as form a positive personality. Character education aims to build a strong and balanced character, so that individuals not only excel academically, but also have integrity, responsibility and concern for others.

The place of children's education is home and school. In the home environment under parental care, children will form the main personality that will accompany their growth and development. Parents choose several parenting styles to shape their personalities in educating their children. Meanwhile at school their parents are teachers. Likewise, in schools, several parenting options through learning are a follow-up to forming a child's personality and formal education.

In the school environment, one learning media that can be used according to children's world is through children's stories. Through children's stories, apart from helping teachers convey what material needs to be understood, children's stories contain values that can shape personality. The conflict that exists in a story will gradually become an experience for children as students. The children referred to in this discussion are children as individuals of elementary school age. The elementary school period is the childhood period, namely the approximate age of 6 or 7 to 12 or 13 years. Indonesian children in lower classes or grades 1 to 3 are estimated to be aged 7 to 9 years. Then for high classes or grades 4 to 6 in elementary school, it is estimated that the age will be around 10 to 12 years.

Growth and development can be seen from several factors such as physical development, cognitive development, personal development, social development, and the development of language aspects. The development of personality aspects can be seen from the attitude value indicators which can be formed through the formulation of national character education values. Law Number 20 of 2003 of the Republic of Indonesia concerning the National Education System (UU Sisdiknas) determines the tasks and objectives of national education which should be used in the development of educational activities in Indonesia. Article 3 of the National Education System Law states, "National education functions to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, , capable, creative, independent, and a democratic and responsible citizen." To achieve national education goals, every educational institution must strive to improve the quality of Indonesian people. The goals of national character and culture education are rooted in this.

If we relate it to children's stories, then during this period children, especially elementary school students, tend to like fiction and reality. One type of children's story is realistic fiction. Realistic fiction creates nature as the main character which has a major impact on human survival (Latansyah et al., 2023). Through realistic fiction, it is hoped that the reality of children's lives can be gained from life experiences from the children's stories that are told. In realistic fiction, children's stories contain life values. Based on these life values, students are expected to be able to learn the content of children's stories according to their development and experience. Children can enrich their lives through solving the

problems they experience, and through realistic fictional children's stories children can learn how other people react to all of this.

METHOD

This type of research uses literature study. According to Sugiyono (Julianto et al., 2023), he believes that literary research methods can be studied by relying on theoretical studies related to the values, culture and social norms of the subject being studied. Library research, or literature review, is research that examines or critically evaluates information, ideas or observations. The nature of analysis in library research is descriptive. This means that researchers carry out systematic analysis of information obtained from various sources. This information is then understood and explained in detail so that readers can gain a comprehensive understanding. Thus, the results of library research not only present the range of existing literature, but also provide an in-depth explanation of how these theories and concepts can be applied in a specific research context.

RESULT AND DISCUSSION

Type of Children's Story: Realistic Fiction

The theme of children's stories is related to children's lives. Such as hero stories, adventure stories, family stories, friendship stories and school stories. Sarumpaet (2010:2) Children's stories are literature that children read under the guidance and direction of adult community members.

The imitation of life in realistic fiction stories indirectly aims for children to learn about life. According to Sarumpaet (2010:28-29), realistic fictional stories are not only necessary for children, but are also interesting, because their content can bring children closer to real or authentic life. Everything that happens in realistic fiction stories could happen in life. Because the characters, themes and settings in it resemble, look and relate to something that children will recognize. Discussing realistic fiction stories, Mitchell in Nurgiyantoro (2010:289) defines the essence of realistic fiction as stories that tell children's real experiences and tell stories about life.

Realist fiction stories for children are child centered. Nurgiyantoro added (2005:218), realistic fiction stories for children are stories that describe everyday life, the contents of which are written prosaically. In realistic fiction stories, the characters are not only child characters, but there are also adult characters. (Nisya, 2018) Realistic prose fiction is a type of story that conveys life values such as morality, ethics and religious beliefs.

Many fiction stories are based on everyday life stories. Children's fiction stories essentially contain moral teachings. Moral teachings in children's stories are usually conveyed through the character's character and behavior so that they can become a form of personality formation. Personality formation in children can occur by imitating what their idol characters do in stories through the storylines presented. According to (Puspitoningrum, 2022) Through stories, children can learn, accept, understand and respond to various life lessons. Stories offer and express life values in an interesting and concrete way. This collection of fictional stories was born because a child has the right to learn from his life experiences to develop and improve his creative abilities.

National Character Education Values as Theme Content in Children's Stories

The term character is often referred to as ethics, morals and/or values, and is associated with moral values which have positive rather than neutral connotations. According to KBBI (2008), character or disposition is a psychological trait, manners or habits that differentiate a person from other people. Therefore, character is the good values that exist in oneself and are reflected in behavior. Character always radiates from the results of the mind, heart, feelings and goals, as well as from the sport of a person or group of people (Depdiknas, 2010a: 7).

A person is said to have good manners or character if he can implement the values and beliefs that exist in society and make them moral values in his life (Zuriah, 2008:19). Mulyasa (2011:3) then explains that the importance of character education is greater than moral education, because character education is not only about right or wrong, but also about how to foster good behavior in life so that children or students are aware. Stories are a cultural projection system that contains character values, is useful and serves as a guide for community cultural activities (Youpika et al., 2024).

According to Lickona (Sukatin et al., 2022), the reason why character education must be instilled. First, so that children have the best personality in their life. Second, how to improve academic achievement. Third, school is a place to shape character. Fourth, teach students to respect other people and live in a diverse society. Fifth, to deal with social problems. Sixth, the best preparation for readiness to behave at work. Seventh, to study cultural values which are part of the work of civilization.

According to (Sukatin et al., 2022) the implementation of character education in schools can be done in four ways, teaching, modeling, reinforcing and habituating. By implementing these four strategies in an integrated and consistent manner, schools can create an environment that is conducive to the development of student character. Effective character education not only helps students become individuals with noble character, but also prepares them to become responsible citizens who can help good things for society.

According to (Sulistiyowati, 2013) there are two-character education values in learning Indonesian. First, passive language mastery includes listening and reading. Second, active language mastery such as conversing, writing or composing.

Development of Personal and Social Aspects of Children Aged 6-12 Years

Children ages 6 and 12 experience important personal and social development. This period is often referred to as middle childhood or elementary school, as children begin to become more independent and develop more complex social skills. At this school age, children compare themselves with their friends, the fear of failure and ridicule from their friends easily overcomes them. If at this time he often fails and is anxious, then his feeling of low self-esteem will increase.

The physical development of children aged 6-12 years at school age is very important. They usually experience rapid growth, such as increasing height and weight. They also develop their motor skills, including coordination, balance, and fine motor skills. The cognitive development of children aged 6 to 12 years is characterized by the development of more complex and abstract thinking abilities. During that time, they also begin to improve their reading, writing and arithmetic skills and develop a deeper understanding of social and moral concepts (Gunarsa, Singgih: 13).

According to Farida Mayar (Ariston & Frahasini, 2018) says "Social development is the achievement of maturity in social relations". He interprets social development as an effort to learn to adapt to norms, morals and traditions. At this time, social development is more influenced by the environment, such as (a) developing relationships with family, (b) developing relationships with peers, (c) group formation, (d) popularity, social acceptance and rejection, (e) school, (f) teacher influence (Desmita, 2006:183-188).

Children actively and continuously develop and update their understanding of themselves (sense of self). This structure helps children organize themselves and understand their identity based on other people's opinions, experiences, and cultural classifications, such as gender, race, and others (Desmita, 2006: 180).

Social development is the acquisition of maturity in social relationships. In other words, it is a process of learning to adapt to group norms, morals, traditions, and blending into a sense of unity (in a community). Includes the formation of new behavior, changes in interests and new types of choices (Depdikbud, 1987: 99).

Social development can influence a child's character. Meanwhile, teachers can help develop children's social character. Teachers can develop children's social character through strategies such as instilling attitudes of responsibility, discipline, courtesy, honesty, cooperation between students, mutual respect, and so on. Teachers can help students develop character values by first developing themselves, then analyzing their character, identifying their talents and channeling these talents in self-development activities (Retnaningtyas & Zulkarnaen, 2023).

Children's Stories of Realistic Fiction as Strengthening the Attitude Values of National Character Education

The attitude value of national character education can be formed through the implementation of realistic children's stories. Realistic children's stories which contain many stories about children's lives contain very good life values to help strengthen the values of national character education. Even though we find the values in it quite often, for children these values are very important. By getting used to imitating the good things from what you read, your character's attitude will slowly be formed. In realistic fiction there are many stories with various themes, messages, characters and storylines.

A message is something in the form of a message that the author wants to convey to the reader. Messages usually contain advice or examples of wise actions. When selecting stories, children should choose reading materials that have narrative characteristics that support the story's theme. Thematic depictions in children's fiction stories have characteristics related to problems that occur in life.

The themes used are still simple, such as friendship, parental love, loving pets, living as neighbors. For example, the theme of the friendship story is that forgiveness is a good deed. The theme of loving pets is that if we have pets, they must be cared for well and responsibly. The theme of neighborly life is that we must not have negative prejudices towards other people, and we must not enter other people's homes without permission. The theme of parental love is that no matter what our parents are like, we must love them, because parents are willing to sacrifice their bones to keep their children in school. Nurgiyantoro (2010:265) calls the message, moral, namely a message that can be understood as something intended to be conveyed to the reader, which is positive and educational. In Indonesian, the

word morality means decency or morals, which contains the meaning of the rules of consciousness that guide a person's internal behavior in life (Kusrahmadi, 2007). Morality is related to good and bad things, but morality always means good things. In terms of reading children's fiction, the term moral is understood to be more specifically about teaching good things. Because fictional stories exist and are written as an alternative for character education for children through narrative experiences. The following is an example of a children's story entitled Anwar and Adi.

Kasus Anwar dan Adi

1. **Amanat:** Jangan suka berbohong.
Nilai pendidikan karakter: Jujur

Cerita: Suatu hari, Anwar tidak sengaja menjatuhkan uang Rp. 5.000; berjumlah dua lembar, dan Adi melihat uang Anwar yang jatuh.
Adi: "Anwar uangmu jatuh ini". Sembari memberikan uang pada Anwar.
Anwar: "Wahhh, terima kasih Di". Namun, Adi hanya memberikan uang berjumlah Rp. 5.000; saja.
Adi: "Ayo membeli jajan, aku dapat uang saku lebih."
Anwar: "Ayo, tapi sepertinya uangku hilang Rp. 5.000; tadi aku bawa uang Rp. 10.000;"
Adi: "Aku hanya menemukan uangmu itu saja tidak lebih."
Anwar: "Yasudah, aku ikhlaskan saja." Ucap Anwar sambil bersedih.

2. **Amanat:** Memaafkan adalah perbuatan yang baik
Nilai pendidikan karakter: Persahabatan

Cerita: Adi merasa perbuatan yang dilakukan salah, karena tidak jujur pada Anwar. Lalu keesokan harinya Adi menjelaskan pada Anwar apa yang terjadi.
Adi: "Anwar, maafkan aku. Sebenarnya uangmu yang aku temukan Rp. 5.000; dua lembar. Aku mengambil uangmu Rp. 5.000; maafkan aku.
Anwar: "Kenapa kamu tidak jujur kemarin Adi? Tapi tidak apa-apa, aku memaafkanmu."
Adi: "Ini uangmu aku ganti, kita masih berteman?" Tanya Adi dengan perasaan bersalah dan takut.
Anwar: "Masih kok, ayo beli jajan, uang ini untuk kamu saja. Hari ini akudapat uang saku lebih dari Ibu."
Adi: "Terima kasih Anwar, aku tidak akan mengulangi perbuatanku ini."
Anwar: "Bagus, karena tidak jujur itu perbuatan yang jelek dan kata ibu, jangan mengambil yang bukan milik kita."

Figure 1: Example of Children's Story Entitled Anwar and Adi in Bahasa

CONCLUSION

It is hoped that instilling character values in learning through children's stories can be a vehicle for strengthening aspects of character education attitudes in learning. Because instilling the values of national character education through children's stories is considered capable of helping the formation of students as human beings who have moral and ethical values. Children's stories can be told in a short period of time. When listening to children's stories, students can also receive character education with the guidance of teachers who teach as adults at school.

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