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ANALYSIS THE VALUE OF CHARACTERS ON THE SHORT STORY
IN THE STUDENTS BOOK OF CLASS III SD THEME 8
PRAJA MUDA KARANA

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ABSTRAK

Penelitian ini dilatarbelakangi oleh temuan pada observasi lapangan awal bahwa sebagian besar guru tidak terlalu mementingkan nilai karakter dalam pembelajaran sastra di sekolah dasar. Padahal, pembelajaran sastra merupakan sarana pendidikan yang berperan besar dalam dunia pendidikan untuk membentuk dan mengembangkan kepribadian anak. Sastra berperan sebagai character building yang diyakini memiliki peran besar dalam pengembangan karakter pada anak sehingga mampu mengembangkan manusia yang seutuhnya menyenangkan sejak dini. Cerpen, sebagai bagian dari karya sastra yang akan diajarkan kepada anak, sebenarnya dapat dianalisis nilai-nilai karakter yang dimiliki sehingga energi positif tersebut dapat menular kepada anak. Tujuan dari penelitian ini adalah untuk menganalisis nilai-nilai karakter dalam cerpen dalam buku siswa kelas III tema 8 Praja Muda Karana. Pendekatan yang digunakan adalah pendekatan kualitatif berupa analisis cerpen pada buku SD kelas III. Subyek penelitian ini adalah semua cerpen yang terdapat dalam buku siswa kelas III bertema 8 Praja Muda Karana. Cerpen dalam buku siswa kelas III tema 8 Praja Muda Karana terdiri dari delapan cerpen. Cerpen tersebut berjudul Saya anak mandiri, mandiri mengerjakan PR, mandiri saat beribadah, berlatih mandiri, saya suka berpetualang, bersepeda bersama teman, menjadi resepsionis, mengadakan kegiatan amal. Setelah dibaca dan dianalisis, ditemukan beberapa nilai karakter yang dapat ditularkan kepada anak antara lain: mandiri, ramah/komunikatif, religius, toleransi, disiplin, kerja keras, rasa ingin tahu, cinta tanah air dan beberapa karakter mulia lainnya.

Kata kunci: Analisis, Nilai Karakter, Cerpen, Buku Siswa.

Abstract

This research is motivated by findings during initial field observations that the majority of teachers do not place too much importance on character values in literature learning in elementary schools. In fact, literary learning is an educational tool that plays a major role in the world of education to shape and develop children's personalities. Literature plays a role as character building which is believed to have a major role in the development of character in children so that they are able to develop human beings who are completely fun from an early age. Short stories, as a part of literary work that will be taught to children, actually can be analyzed the character values they have so that the positive energy can be transmitted to children. The purpose of this study was to analyze the character values in the short stories in the third grade students' book of the theme 8 Praja Muda Karana. The approach used is a qualitative approach in the form of analysis of short stories in class III SD books. The subjects of this study were all short stories contained in the third grade students' book of 8 Praja Muda Karana theme. The short stories in the third grade students' book of the theme 8 Praja Muda Karana consist of eight short stories. The short story is entitled I am an independent child, independently doing homework, independent during worship, practicing independently, I like adventure, cycling with friends, being a receptionist, holding charity activities. After being read and analyzed, it was found that there are several character values that can be transmitted to children including: independence, friendly / communicative, religious, tolerance, discipline, hard work, curiosity, love for the country and several other noble characters.

Keywords: Analysis, The Value of Character, Short Story, Students Book.

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INTRODUCTION

Character is the nature of a person in response to a situation morally embodied in concrete actions through good behavior, honesty, bertanggung responsibility, respect for others and values more noble character. The term character is closely related to a person's *personality*, so that he is called a person with character (Mulyasa in Hidayah (2015: 194).

The national character which is owned by some Indonesian people, especially among teenagers, is currently experiencing a decline. This can be seen from the many cases of juvenile delinquency that occur today, ranging from fights between students, cases of persecution, and even cases of *bullying*.

The Indonesian Child Protection Commission (KPAI) noted that in 2019 violence was still found in the school environment. The commissioner for education said that KPAI received 153 cases of complaints of physical violence and bullying during 2019. 39% of physical violence and bullying occurred at the SD / MI level, 22% occurred at the junior high school level / equivalent and 39% occurred at the SMA / SMK / MA levels. The number of students who became victims reached 171 people (Indraswati et al, 2020: 52).

Therefore, to overcome the various problems above, cooperation between teachers, parents and the community is needed in instilling good character in the younger generation. Cultivating character values can not only be done by parents and society, but also can be applied through education.

According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and country. Education can also be defined as a process carried out by a person to obtain changes in attitudes, skills and behavior in an effort to mature humans through learning, training and experience.

The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. With the formulation of the goals of national education, it proves that education must also be accompanied by the cultivation of character values so as to create humans who have knowledge, skills and good attitudes.

Character education is a conscious and planned effort to create goodness, namely to improve the quality of good humanity objectively, in accordance with existing values and prevailing in society, then manifested in interactions with God, oneself, among others and their environment (Zubaedi, 2011: 15).

Character education is the right concept to be implemented in the schools, especially in elementary schools. Primary school education is the first formal level of education that will determine the direction of developing the potential of students. Therefore, the importance of planting character values is carried out optimally in elementary schools with the hope that students at the next level will already have a strong provision with character values inherent in students. Character education in elementary schools is the initial stage for shaping and instilling character values in students because at that time students are still developing. Therefore, teachers play an important role in shaping the character of students at school.

Cultivating character education from an early age will make students strong, independent, responsible and have good personality and morals. This is the main objective of the implementation of character education. Children who have been instilled in character education from the beginning will grow and develop optimally in accordance with the potential given by God Almighty.

There are many benefits obtained from character education. Through character education, it is hoped that it can reduce and prevent the occurrence of various negative

problems that befall the nation. Starting from cases of violence, fights, cases of persecution, and even cases of *bullying*. The decline in the morale of the Indonesian nation is inseparable from the lack of character education in every soul of Indonesian society.

The implementation of character education in schools is very beneficial for students. The benefits of character education include making humans return to their nature, which is always implementing good values in their daily lives. With this character education, it is hoped that the moral degradation experienced by this nation can be reduced. Of course this is not easy, it requires struggle and cooperation of all parties. Character education in the realm of education is an effort to prepare the next generation of nation with character and to bring the Indonesian nation to become a strong, advanced and prosperous nation.

Character education in students can be carried out by the teacher by integrating these character values in the learning process. The student book is a learning tool that makes it easier for students to understand the learning material delivered by the teacher. One of the contents contained in student books is literature in the form of short stories.

Moral elements that exist in literature are often associated with the function of literature for the formation of the character of readers, especially child readers in the context of literary learning. Literature learning emphasizes the affective, rather than cognitive, aspects. Literature plays a more role in moving hearts and feelings rather than teaching in a cognitive sense. The role of literature for human life has deep meaning. Literature not only provides pleasure and enjoyment for its connoisseurs, but can also provide benefits by changing the way of thinking, behaving, acting verbally or nonverbally.

Literature can play a role as one of the educational tools that should be used in the world of education and in this writing it can be focused on the role in the effort to shape and develop children's personalities, the role as *character building*, that is, literature is believed to have a significant role in the formation and development efforts. character in children. If used in the right way and strategy, literature is believed to be able to play a role in the development of the whole human being in a fun way (Nurgiyantoro, 2013: 434).

Short stories are literary works in the form of prose which are formed from several components, namely theme, plot, background, characterization, point of view, mandate and language style and contain the author's interpretation of his conception of life. It is hoped that the short stories that are packaged attractively can be a special attraction for students. Short stories as literary works are a means used to provide moral teaching, ethics of life, inherit life views and values that exist in society. Through short stories, it is hoped that students can understand and implement the values contained in these short stories in their life in society. Cultivating character values through short stories is an effort to prepare and shape a society that is guided by moral principles.

Research on character values was researched by Suhardi and Thahirah in 2018 with the title Character Education Values in Waskat Short Story Karya Wisran Hadi. The results of Suhardi and Thahirah's research show that Wisran Hadi's short story waskat contains character education values, such as religious values, honesty, tolerance, discipline, hard work, independence, communicative, peace-loving and social care values. This short story can be used as quality reading for all ages. Besides that, because this short story is also interesting with small humor, this short story can also be an entertainment for the reader.

Based on the explanation above, the authors are interested in carrying out the research entitled "Analysis of Short Story Character Values in Class III Student Book at Theme 8 Praja Muda Karana Elementary School". This research is expected to find the character values in the short stories contained in the student books. The short stories contained in the third grade student book of SD theme 8 Praja Muda Karana still need to be studied and analyzed so that the character values contained therein can be found.

METODE

A. ²³search Approach

The approach used in this research is a qualitative approach. A qualitative approach is an approach to research that examines certain phenomena or cases directly and deeply. The qualitative approach is to describe the data or phenomena found by the researcher.

According to Mahmud (2011: 91), qualitative research aims to understand the system of meaning which becomes the general principles of a phenomenon occurring in life in social life. This understanding is obtained through clear and detailed observation, description and interpretation of the symptoms or phenomena that are the focus of a study.

B. Subject, Location and Time of Research

¹ Research subject

The subjects of this study were all the short stories contained in the books of the third grade students of SD theme 8 Praja Muda Karana.

2. Research sites

This research conducted in class III SD N 29 Teratak Panas

3. Research time

This research will be conducted on August 29 , 2020 .

C. Data and Data ¹Sources

The data in this study were all short stories contained in the students' book of grade III SD theme 8 Pra ³⁷Muda Karana. Adapun The source of the data used in this study was ⁶ student book of grade III SD theme 8 Praja Muda Karana published by the revised edition of the Ministry of Education and Culture in 2018.

D. Data Collection Techniques and Research Instruments

1. Data ¹collection technique

The research data was collected by way of conducting interviews and documentation. This can be described as follows:

a. Interview (Interview)

Arikunto (2013: 198) states that an interview is a conversation ⁷ dialogue conducted by the interviewer with the source to obtain the desired information. Interviews are used by researchers to assess a person's condition, for example to obtain data about students' backgrounds, parents, education, attitudes towards something and others.

According to Sugiyono (2019: 195-198), interviews can be divided into 2, namely structured interviews and unstructured interviews. The interview that the writer will do in this research is a structured interview. Structured interviews are conducted by the interviewer to find out with certainty about ² the information to be obtained. Therefore, the interviewer needs to prepare an interview instrument in the form of written questions whose alternative answers have been provided. In addition to providing instruments to guide the interview, the interviewer also use the tool aids in the form of a *tape recorder* so that interviews can be accomplished with baikgambar.

b. Documentation ²²

According to Arikunto (2013 : 201) documentation is a technique of collecting data through documents. In carrying out the documentation ⁷ method, researchers conduct investigations using written materials or inanimate objects such as books, records, pictures, magazines, meeting minutes, daily notes and so on. The documents that the writer will use in this research are pictures and books.

2. Research Instruments

The data collection instruments used in conducting this qualitative research are:

a. Interview

The interview is a dialogue between the interviewer and the source to obtain information. Physically, interviews can be divided into two, (1) structured interviews, consisting of a number of continuous questions and the interviewer only needs to check (√)

the options that the answers have provided and (2) unstructured interviews, which are free interviews where guidelines The interview used is only an outline of the problems related to the questions to be asked (Mahmud, 2011-173-175).

The interview model that will be used in this study is a structured interview. Interviews that were conducted only asked questions in the form of problems or information that the interviewer wanted to know from the sources. Interviews would be conducted online (in a network), while the source in this study was an elementary school teacher .

b. Documentation

Documentation is one way of collecting data that produces important notes related to the problem under study. The documentation method can be used in two ways , namely (1) using documentation guidelines which outline the problems to be searched for data and (2) *check-lists* which contain a list of variables for which data will be collected. The researcher simply gives a check mark on each appearance of the symptoms in question (Arikunto, 2013-274).

E. Data Validity Check Techniques

The technique of checking the validity of the data is carried out to find out the truth of the data that has been collected. Checking the validity of the data in this study includes:

1. Credibility Test

The author checks the validity of the data by using a credibility test. Valid data can be obtained by testing the credibility of the research data in accordance with the data credibility test procedure in qualitative research. According to Sugiyono (2019: 365), the test of data credibility or trust in data from qualitative research results can be done in the following ways :

a) Extension of Observations

The author extended the observation, namely making observations and conducting interviews again with data sources that had been encountered and new ones. With the extension of this observation, it is hoped that the relationship between the writer and the source will be more familiar and open to each other so that the source can provide more in-depth information and no information is hidden. The extension of the observations that will be carried out in this study is to extend the time to read and understand the short stories in the third grade students' book of the theme 8 Praja Muda Karana Elementary School which will be analyzed.

b) Increased Persistence

Sugiyono (2019: 367) states that increasing persistence means making more observations more carefully and systematically. By increasing persistence, the authors again check whether the data obtained is true or false. Increasing persistence by reading and understanding short stories in student textbooks carefully and thoroughly aims to make researchers provide accurate data descriptions of what is observed.

c) Triangulation

Sugiyono (2019: 368-369) triangulation is checking data obtained from various sources with different techniques and times. This research in testing the credibility using time triangulation and triangulation techniques. Data checking was carried out by interviews and

documentation, besides data checking was also carried out at different times, where the data collected in the morning when the researcher was fresh would provide more valid data. The data that has been obtained are then checked at different times, namely day, afternoon, or night so that data certainty is obtained. If the test results produce different data, it is carried out repeatedly so that data certainty is found.

2. Dependability Testing

Testing dependability is done by way of examination of the whole process of research. The method used is that the auditor or supervisor conducts an examination of all

activities carried out by researchers in conducting research. The examination starts from determining the problem in the research, determining the source of the data, analyzing the data, checking the validity of the data, until making conclusions, all activities in the research must be demonstrated by the researcher.

F. Data analysis

Sugiyono (2019: 319) state that data analysis process carried out by the researcher to find and organize data obtained from interviews, field notes, documentation and materials - other materials are systematically making it easy to understand and can be communicated to others. Data analysis in this study consisted of four stages, namely as follows:

1. Data collection

Researchers collect data to obtain the data in the form of facts - facts about things - things that will be examined in the form of value - value character in a book of short stories graders III SD theme 8 Praja Muda Karana . In addition, data was also collected using various techniques, such as interviews and documentation. The data collection process takes place until the researcher feels the data obtained is accurate.

2. Data reduction

The data obtained is then analyzed through data reduction to provide a clear picture and make it easier for researchers to carry out further data collection and search for it if necessary.

Data reduction means summarizing, choose things - subject matters, focusing on things - things that are important, look for themes and patterns and dispose of unneeded data. In this study focused on selecting and summarizes - key points on the reading that consists the value - the value of the character.

3. Presentation of data

Data presentation is done in the form of tables and brief descriptions. Presentation of data in a systematic manner, will make it easier to understand what has happened, making it easier to draw conclusions and determine actions to be taken next.

4. Drawing conclusions

Conclusion drawing is an effort to provide an assessment based on the presentation of data that has been done. Drawing conclusions in the form of a description or description of the object under study. Drawing conclusions resulting from the tabulation of data, in order to obtain the value of the character of what 's included in the book graders III SD theme 8 Praja Muda Karana matter of short stories. The character values that must appear in the third grade student book of SD theme 8 Praja Muda Karana are religion, tolerance, honesty, discipline, responsibility, environmental care, social care, friendly / communicative and love for the country.

In analyzing the data, the documentary data related to the problem were grouped into table 1. With the explanation of the table as follows: the first column is number, the second column is the short story title, the third column is the character value, the fourth column is the sub-theme and the fifth column is learning.

Table 1. Data Analysis Table

No.	Short Story Title	Character Value	Subtema	PB
1.	I'm an Independent Child	Independent, friendly / communicative and responsible.	2	1
2.	Independent Doing Homework	Independent, creative and responsible	2	3
3.	Independent When Carrying Out Worship	Religious, tolerance, independence and discipline.	2	4
4.	Independent Practice	Independent, hard work and curiosity.	2	5
5.	I Like Adventure	Curiosity and love for the country	3	1
6.	Cycling With Friends	Discipline and friendly / communicative	3	3
7.	Become a Reception Officer	Friendly / communicative, responsible and democratic	4	2
8.	Organizing Charity Activities	Social care, democratic and friendly / communicative	4	5

RESEARCH FINDINGS AND DISCUSSION

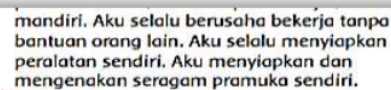
The short stories in the third grade students' book of the theme 8 Praja Muda Karana consist of eight short stories. The short story is entitled I Am an Independent Child, Doing Homework Independently, Being Independent When Carrying Out Worship, Practicing Independently, I Love Adventure, Cycling with Friends, Being a Reception Officer and Organizing Charity Activities. After reading carefully, the short stories in the books of grade III SD students are analyzed for their character values based on the character values according to the Ministry of National Education. The analysis of the character values of children's short stories contained in the third grade student book of SD theme 8 Praja Muda Karana in this study will be described as follows:

1. I am an independent child

The character values contained in the short story Aku Anak Independent are:

a. Independent

Independent is a character value that shows the attitude and behavior of a person who does not depend on others to do something. Independent doesn't mean it's not do something in groups, but an independent person will not pass the responsibility on to others. The value of an independent character in a person will be seen in a person's behavior and actions in completing their duties and responsibilities (Liestianah, 2016: 75). This can be seen in the following sentences in the short story Aku Anak Independent:

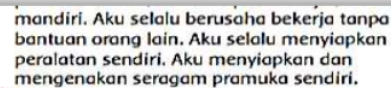


mandiri. Aku selalu berusaha bekerja tanpa bantuan orang lain. Aku selalu menyiapkan peralatan sendiri. Aku menyiapkan dan mengenakan seragam pramuka sendiri.

The sentence shows the value of the independent character shown by my character. My character in the short story is a school child who is a member of a scout, he always tries to be independent in doing his duties and responsibilities without involving other people. This can be seen when my character prepares his equipment and wears his scout uniform independently.

b. Friendly / communicative

Friendly / communicative is a character value that shows the behavior of a person who can cooperate with others through good communication (Liestianah, 2016: 63). Humans are social creatures, so they always interact and need other people in their lives. Someone who has a friendly / communicative character value will make other people feel happy when talking and hanging out with him. As the sentence contained in the short story Aku Anak Independent below:



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kegiatan secara mandiri perlu berlatih. Latihan akan menyenangkan jika dikerjakan secara bersama-sama. Dalam pramuka, aku berlatih mengerjakan tugas secara mandiri bersama teman-teman.

The sentence above shows that my character and his friends have a good relationship. This can be seen in my character who feels happy when practicing Scouting with his friends.

c. Responsible
Responsibility is a character value that is related to a person's behavior in completing his duties and responsibilities. These duties and responsibilities are not only related to oneself, but also with regard to religion, society, nation and state (Liestianah, 2016: 69). This can be seen in the following sentences in the short story *Aku Anak Independent*:

Latihan pramuka membuatku menjadi mandiri. Aku sudah dapat mandiri melakukan kegiatan. Aku selalu menyiapkan perlengkapan sekolah secara mandiri. Aku mengerjakan tugas dan merapikan kamar secara mandiri. Untuk dapat mengerjakan kegiatan secara mandiri perlu berlatih. Latihan

The sentence above shows that my character is a person who has the character value of responsibility. My character carries out his duties, namely preparing school supplies, doing assignments and tidying up his room.

2. Doing homework independently

The character values contained in the short story *Independent Doing Homework* are:

a. Independent

Independent is a character value that shows the attitude and behavior of a person who is independent of others. Completing a job without the help of others includes independent character values. (Liestianah, 2016: 75). This can be seen in the sentences in the following short stories *Independent Doing Homework*:

Udin selalu merapikan kamar tidur sendiri. Udin mengerjakan pekerjaan rumah secara mandiri. Udin juga menyiapkan peralatan sekolah secara mandiri. Udin juga rajin membantu orang tua. Udin

The sentence above reflects that Udin is an independent child. Udin completed all of his duties and responsibilities on his own without the help of others.

b. Creative

Creative is a character value that reflects a person's efforts to solve a problem with innovation and new ways, so as to get good results. A person who is creative in solving a problem does not only find one way, but he can find other more effective ways to solve a problem (Liestianah, 2016: 76). The value of creative character can also be seen from a person's ability to produce or create something. This can be seen in the sentences in the following short stories *Independent Doing Homework*:

membantu pekerjaan Ibu di dapur. Udin juga sudah dapat menjahit atribut pramuka dengan bantuan Ibu. Udin cakap dan mandiri melakukan berbagai kegiatan.

3. Independent When Carrying Out Worship

The character values contained in the short story *Independent While Carrying Out Worship* are:

a. Religious

Being religious, being obedient and obedient in understanding ¹¹ implementing the teachings of the religion they adhere to, has an attitude of tolerance and lives in harmony with followers of other religions (Fadlillah and Khorida, 2013: 191). The value of religious character is very important to be instilled from an early age, especially in countries that have religious diversity. So that ²th religious values a person can respect the existence of religious differences and can live in harmony with followers of other religions. This can be seen in the following sentences in the short story Independent When Carrying Out Worship:

Udin dan teman-teman taat dalam beribadah. Mereka melaksanakan ibadah dengan kesadaran sendiri. Mereka berani pergi ke tempat ibadah

The sentence above describes the religious values that Udin and his friends have. They carry out their religious teachings without having to be ordered by others.

b. Tolerance

The character value of tolerance is related to one's attitude and behavior in appreciating differences. These differences can be in the form of differences in religion, ethnicity, custom, language, race, ethnicity, opinions, actions of others who are different from themselves (Fadlillah and Khorida, 2013: 191). People who have a value of tolerance can live in harmony in society, because they respect every difference that exists. This can be seen in the sentences in independent short stories when carrying out the following worship:

Udin dan teman-teman taat dalam beribadah. Mereka melaksanakan ibadah dengan kesadaran sendiri. Mereka berani pergi ke tempat ibadah sendiri. Tempat ibadah dekat dengan tempat tinggal. Mereka selalu menyiapkan peralatan

The sentence above illustrates the value of tolerance possessed by the character Udin and his friends. They have different religions, but these differences do not prevent them from being friends and living harmoniously.

c. Independent

Independent is a character value that shows the attitude and behavior of a person who does not depend on others in carrying out their duties. A person who has an independent nature will not easily depend on others ((Fadlillah and Khorida, 2013: 195). Independent does not mean not doing things together, but independent people will not pass their responsibility on to others. in the sentence in the short story Aku Anak Independent below:

sendiri. Tempat ibadah dekat dengan tempat tinggal. Mereka selalu menyiapkan peralatan beribadah sendiri. Mereka mandiri saat melaksanakan ibadah.

d. Discipline

Discipline is a habit and action that is consistent with all forms of applicable rules and regulations. The value of discipline can be applied to children at school or at home by making rules that must be followed by children (Fadlillah and Khorida, 2013: 192). This can be seen from the sentences in the independent short story when carrying out the following worship:

CONCLUSION

Based on the results of the study, it can be concluded that the character values contained in the short stories in the third grade students' book of 8 Praja Muda Karana theme are religious character values, tolerance, discipline, responsibility, social care, friendly/communicative and love for the country. The amount of data from each character value is (1) religious there is 1 data, (2) tolerance has 1 data, (3) discipline has 2 data, (4) responsibility

has 3 data, (5) social care has 1 data, (6) friendly / communicative, there are 5 data, (7) and love the country, there is 1 data. From the total amount of data, the most character value data is friendly / communicative character value, amounting to 5 data, while the data for the least character value are religious, social care, tolerance and love for the country, each of which only amounts to 1 data. Thus it can be concluded that the character values that appear in the short stories in the third grade student book of SD the 8 Praja Muda Karana are seven out of nine character values that must appear, namely religious values, tolerance, discipline, responsibility, social care, friendship / communicative and love the country.

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