

## **THE ROLE OF LITERATURE IN SHAPING THE CHARACTER OF LEARNER**

### **Abstract**

In Indonesia, the education of literature is sometimes ignored and neglected. Since new era of paradigm, literature is treated as non significant subject of learning, it is considered to be unimportant, useless, and all sorts of 'no' other forms. Education in Indonesia only focuses on meaningful learning of science and mathematics. Although it is not expressed verbally, literature is viewed lower than science and mathematics. The willingness to keep forward science is failed, because of ignoring literary education. In line with the growing magnitude of the need for character education now, literary education and learning needs were designed. Literature is treated as a basic character education. In such context, there should be serious efforts of all components of the nation to build a "collective consciousness" in order to restore lost national character. In such context, it becomes interesting when as an educator of language and literature to give or to inject values into a insightful character education lessons which were labeled as literature and sought to encourage and to internalize the character education through literature.

**Keywords:** *Character Education, Literature Learning*

## **A. INTRODUCTION**

High-quality literary works are able to express the complexity and sophistication of human nature in the complex reality of life. Novels, romances, short stories, and epic stories of heroism are prolifically written, capable of displaying figures with an enchanting character. Literary works constructed with the expertise of aesthetic logic gives a thrilling and thrilling effect. This is the reason why literature plays an important role in the process of character education. In fact, character education strategies can be based on the search for wisdom and meaning from literary works.

As is known, the main purpose of character education is to grow a distinctive reason so that learners can digest that virtue differs diametrically with evil. By means of a distinguishing reason, character education creates consciousness, that there is a set of factors and a series of variables that cause the emergence of virtue and evil. Character education creates awareness among learners to understand that virtue or evil does not emerge from the vacuum, but is the logical consequence of various causes. Goodness or evil is formed through a long, complicated and tortuous process in the whole action-reaction of humans to the universe and the actions of human reactions with each other. It seems clear in this context, how real is not simple character education.

Why go through literature? When the education sector is considered only hunt and emphasize the academic realm alone, so ignore the moral issues and virtue if any delivery is tend to indoctrinatif and need a visionary breakthrough that can invite and internalize character education in accordance with the demands and dynamics of psychosocial development of learners. Literary works, presumably can be a strategic medium to realize that noble goal. Through literary works, children from an early age can do the feeling, if the mind, and exercise intensively so that children indirectly have positive behavior and habits through the process of appreciation and creative through literary works. From the description, the authors are interested to discuss how the integration of character

education in literature learning so that literature can be used as media delivery of character education to learners.

## **B. THEORY STUDY**

### **1) Character Education**

Characters are defined differently by various parties. The characters according to Depdikbud are innate, heart, soul, personality, manners, behavior, personality, nature, temperament, temperament, character". The character is personality, behavior, nature, character, and character. "Others mention character as subjective judgment of moral and mental qualities, while others mention character as subjective judgment of mental qualities alone, so the attempt to alter or characterize only relates to the stimulation of one's intellectual (encyclopedia.thefreedictionary.com, 2004).

According Megawangi (2003), character qualities include nine pillars, namely (1) Love of God and all of His creation; (2) Responsibility, Discipline and Self; (3) Honest and trustworthy and Arif; (4) Respect and Compassion; (5) Generous, Likes to help, and mutual cooperation; (6) Confident, Creative and Hardworking; (7) Leadership and justice; (8) Good and humble; (9) Tolerance, love of peace and unity. The person who has good character is the person who has the nine pillars of that character.

Character, as well as other qualities of self, does not develop by itself. The development of character in each individual is influenced by innate factors (nature) and environmental factors (nurture). According to Confucian, a famous Chinese philosopher in Megawangi (2003) states that humans basically have the potential to love virtue, but if this potential is not followed by education and socialization after human beings are born, then humans can turn into animals, even worse. Therefore, the socialization and education of children relating to virtue values - whether in the family, school, or wider environment is very important in the formation of a child's character. As Piaget in Pateda (1988) attempts to find a connection between the language and the mind of the child, argues that language development and its use by children are reflected in their mental development.

## **2) Literature**

What is literature? Wellek (in Pradopo, 2003: 35) proposes three definitions: first, the literary art is everything that is printed, this definition is incomplete because it does not include unwritten literary works, or oral literary works. Thus, here the definition is mixed with judgment, and the judgment is based only on its aesthetic or intellectual facet. Thus, other "unfamiliar" works can not enter into this definition. The third definition, Rene Wellek said, seems better if the term "literature" is limited to the imaginative literary art. The meaning of oral literature here, literature does not have much to do with writing, but with a language that is used as a vehicle for expressing a particular experience or thought. Included in the literary category are:

### **a) Stories / short stories (written / spoken)**

Short stories or often abbreviated as short stories is a form of fictitious narrative prose. Short stories tend to be solid and direct to the goal compared to longer works of fiction, such as novella (in the modern sense) and novel.

### **b) Novels**

The novel is a written and narrative prose fiction work, usually in story form. The novelist is called a novelist. The word novel comes from the Italian novella which means "a story, a piece of news". The novel is longer (at least 40,000 words).

### **c) Poetry**

Poetry is a written art that uses language to supplement its aesthetic quality or its semantic meaning. The emphasis on the aesthetic aspect of a language and the use of rhymes is what distinguishes poetry from prose.

### **d) Pantun**

Pantun is one of the old types of poetry that is well known in the archipelago languages. In Javanese, for example, known as parikan, in Sundanese is known as paparik, and in the Batak language known as a ban (read: uppasa).

Typically the rhyme consists of four lines (or four lines when written), rhymes end with the patterns a-b-a-b and a-a-a-a (should not be a-a-b-b, or a-b-b-a).

#### **e) Drama**

Drama is a form of literary work that has a part to be played by the actor. This word is derived from Greek meaning "action", "deed". Drama can be realized with various media: on stage, film, and or television.

### **3) Literature and Character Education**

In the curriculum mentioned that the purpose of learning literature in the subjects of Bahasa Indonesia, among others, is to enjoy and utilize literary works to broaden the horizons, refine the character, and improve the knowledge and language skills. According to Herfanda (2008: 131), literature has great potential to bring society toward change, including character change.

As for the literary benefit of the reader, it is concerned with the values contained in it that the reader is better able to translate the problems in life through the good of the body and the spiritual good.

### **4) Integrating Character Education in Literature Learning**

Big Indonesian Dictionary (2008: 623) explains that character is a trait or characteristic of psychology, morality, or character that distinguishes someone from others; nature; character. Character is the value of human behavior associated with God Almighty, self, fellow human, environment, and nationality embodied in thoughts, attitudes, feelings, words, and deeds based on religious norms, law, etiquette, culture, and customs .

As a form to convey or inject a character education in literature to learners there are several attempts that can be done by educators. Educators express values in Indonesian language and literature subjects with the direct integration of character values that are an integral part of the subject.

#### **a) Short story**

Educators can use short story comparisons based on life or events in the lives of learners and then change things that are negative in the short story into a positive value.

**b) Poetry (song)**

As we know, music / songs can give a very deep effect for the listener. Even the latest news that we already know together, the baby in the womb can be influenced by a song that is played close to the mother's belly.

**c) Drama**

Educators can also use drama as a medium to describe events that contain character values. So that the audio visual and direct application (staging drama) to make learners easier to understand and absorb the values of these characters.

**d) Novels**

Using novels as a medium to express the values or norms in the community through discussion and brainstorming can be used by educators. Novel many provide stories that can make the reader imagine and included in the novel story.

**e) Pantun**

Learners are invited to make various pantun advice to bring up the various values of the characters in the lives of learners. The advice made will scratch the reminder, the learner will apply it because the advice comes from himself to his friends.

**f) Oral Stories**

The use of oral literary examples in this folklore is a good tool for example to learners. Moreover, the story conveyed is the folklore of the area of its own learners.

**C. CONCLUDE**

Literature as a medium for integration, the development of good values of the nation's moral values, the rampant acts of violence, the incoherence of politicians over the political rhetoric, infecting this nation. Literary teaching can

serve as an entrance in the planting of moral values such as honesty, sacrifice, democracy, polite and so on. Various efforts that can be done by educators through the literary learning include character education in the delivery, through the poetry, songs, short stories, novels, dramas, and folklore in general will change our nation's character to a better one.

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