

**CHARACTER BUILDING THROUGH LEARNING SHORT STORY
ENTITLED “BERTENGGAR BERBISIK (ARGUEING
WHISPERING)”: MICRO ETHNOGRAPHY STUDY AT
*SMP NEGERI 3 PURWOREJO***

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ACCEPTANCE

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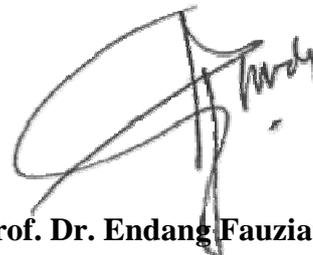
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Abstract

This study addressed to describe the kinds of character developed in short story entitled "Bertengkar Berbisik (Argueing whispering)" and the applications of character development through learning short story entitled "Bertengkar Berbisik (Argueing whispering)" in Class IX of SMP Negeri 3 Purworejo. The findings suggested that there were seven character values contained in the short story entitled "Bertengkar Berbisik (Argueing Whispering)". The seven characters were religious, honest, responsibility, social care, tolerance, hard work, and democracy. Those seven characters were reflected through setting and characterization (sayings and actions) of the characters in the story. Character development was carried out through a process of learning story entitled "Bertengkar Berbisik (Argueing Whispering)". There were three steps taken by the teacher in the learning process of short story. First, put the value of the character in preparing the lesson plan. Second, use a variety of methods-lectures, discussion, and debate. Third are examples and creativity.

Keywords: character building, short story, learning

INTRODUCTION

The character development is an effort to mandate the embodiment of Pancasila and 1945 Constitution against the backdrop of the reality of a growing national problem today, such as disorientation and not being understood of the values of Pancasila; limitations of integrated policy tools in realizing the values of Pancasila; shifting of ethical values in the life of the nation and state; waning awareness of national cultural values; threat of national disintegration, and the

weakening of national independence (Parent Book Character Development The National Policy 2010-2025).

To support the realization of the ideals of character development as mandated by the Pancasila and 1945 Constitution as well as address the current problems of nationality, the government made the character development as one of the priority programs of national development. This spirit is implicitly confirmed in the National Long Term Development plan (RPJPN) in 2005-2025, which placed the character building as a foundation for national development vision-embody the noble, moral, ethical, cultured, and civilized based on Pancasila.

Character building is a system of instilling character values of school citizens which include the components of knowledge, awareness or volition, and action to apply those values whether to God, ourselves, others, environment, and nationality, so they can be a good human. In the character building at school, all components (stakeholders) should be involved, including the components of education itself such as the content of curriculum, learning and assessment process, relationship quality, subjects management, school management, the implementation of co-curricular activities, the empowerment of infrastructure, financing, and work spirit of school citizens and environment.

Character building is placed as a foundation for national development vision, to realize the noble, moral, ethical, cultured, and civilized philosophy of Pancasila. This becomes the effort to support the realization of the ideals as mandated by the Pancasila and 1945 Constitution.

In spite of various shortcomings in the practice of education in Indonesia, when viewed from the national standards of education that becomes the reference of developing a curriculum (SBC) and the implementation of learning and assessment in schools, educational purposes in school can actually be met effectively. Character development is also included in the material taught and must be mastered and realized by learners in everyday life. The problem is, today, education just touch on the level of introduction of new norms or values, and yet at the level of internalization and action in everyday life.

Efforts to establish a character in accordance with this nation's culture can be done through habituation in life. Habituation does not only teach the knowledge of something is right or wrong, but it is also able to sense the good and bad values, and willing to do in the smallest environment such as family to a wider environment in the community. These values need to be cultivated to students which eventually will be a reflection of nation's life.

Character building is not only through habituation alone but can also be done through a series of learning activities. As learning short stories through a series of short stories learning can be done because of the story of the short stories contained in the values of life that can be used as an example to be cultured and noble act. With instilling the character building through the study of the short story, it can achieve the national education.

According to Anonymous (2010b: 23), to develop character building needs to pay attention to the eleven principles to be effective (2004: 53-54). Those principles are (1) Promoting the core values of ethic as the basis for the character. Identifying character in a comprehensive manner that includes the thought, feeling, and behavior; (2) Using a sharp approach, proactive and effective way to build character; (3) Creating a school community that has a concern. Providing an opportunity for learners to demonstrate a good behavior; (4) Having a range of meaningful and challenging curriculum that respects all learners, build their character, and help them to succeed. Ensuring the growth of self-motivation in the learners; (5) Functioning all school staffs as a moral community that shares responsibility for character building and be faithful to the same basic values; (6) The division of moral leadership and support in building initiative of character education; (7) Enabling family and community members as partners in the effort to build character; and (8) Evaluating the school character, school staff function as character teachers and positive manifestation character in the learner's life.

In order to further strengthen the implementation of character education, it has been identified 18 values derived from religion, Pancasila, cultural, and national education goals that is religious, honest, tolerance, discipline, hard work,

creative, independent, democratic, curiosity, the spirit of nationality, love the country, rewarding achievement, friendly / communicative, love of peace, joy of reading, care for the Environment, social care, and responsibility (Curriculum Center. Development and Education Culture & Nation's character: School Guideline. 2009: 9 - 10).

Learning Indonesian facilitates students' learning process to master a variety of mathematical competence. Beyond that, students not only to master a variety of mathematical competence, but also can develop and realize the cultural values and national character. This gives the sense that learning Indonesian can also build a culture and national character. The teachers, including teachers of Indonesian language, the learning agent and an agent of change, may be the best teachers for learners. To that, teachers are required to be a source of inspiration as well as the inspiration for them.

There are several previous researches of the management of character building. The first is the research conducted by Lapsley (2007) entitled "*Teaching Moral Character: Two Strategies for Teacher Education*." It is a qualitative research from the *International Journal of Center for Ethical Education*. This study evaluated the effort or strategy undertaken by teachers in instilling character values to the student. The strategy used is minimalist and maximalist strategies. A "minimalist" strategy requires teacher educators to make explicit the hidden moral education curriculum and to reveal the inextricable linkage between best practice instruction and moral character outcomes. The "maximalist" approach requires preservice teachers to master a tool kit of pedagogical strategies that target moral character directly as a curricular goal.

Secondly, research conducted by Huitt (2010) entitled "*A Holistic View of Education and Schooling: Guiding Students to Develop Capacities, Acquire Virtues, and Provide Service*." It is a qualitative research from the journal of *Annual International Conference sponsored by the Athens Institute for Education and Research*. This study confirms that there are several definitions for moral intelligence, most of them revolve around the habits and thought patterns, emotions, intentions, and behaviors related to issues of right and wrong, especially

in a social context. There are various kinds of moral character development program starting from the moral quality, for the moral character of the integration of activities into academic lessons, for all school programs where instruction is focused on the moral character, service learning programs integrated into the curriculum.

Thirdly, research conducted by Berryhill (2007) entitled "*Comparative Implications of Character building Programs in Public Schools in Arkansas.*" Name of the journal is Presentation Paper for the International Conference on Civic Education Research. This type of research is quantitative research. This study evaluated the effect of school education programs, character building on student behavior and the cultural climate and the implementation of the eleven principles of character. eleven principles of character. There were measurable differences in the observed assessment of peer behavior in students in PAR schools (school-wide character building implementation) and NONPAR schools (no school-wide character building implementation). The results suggest that the implementation of character building programs in all public schools in Arkansas will produce a higher character scores, or academic value.

Fourthly, research conducted by Bailey (2005) entitled "*Clover: Connecting Technology and Character building Using Personally-Constructed Animated Vignettes.*" It is a qualitative study with the journal name is the Journal of Moral Education. This study provides an overview of the iterativedesign, use, and evaluation of a tool that enables kids to construct animated vignettes expressing personal experiences. By building, sharing, and responding to vignettes, kids become engaged in reflection and problem solving moral and social issues, activities that build character. By creating their own vignettes, kids are able to acquire and apply technology skills within a learning activity meaningful to them. These results emphasize that the school needs to provide an effective character building and integrate the use of computers in meaningful learning activities. Build use of animated sketches for character building, we have made some contribution to overcome this problem.

And finally the research carried out by Shea (2003) entitled "*Making the Case for Values/Character building: A Brief Review of the Literature*". The journal name is Journal of Education. This study discusses the basic knowledge for the values / character building in the United States. Important educational and psychological theories address the cognitive and moral development of children and adults have formed the basis for most of the values / character building program or initiative. Comprehensive and holistic programs, involving many partners, showed evidence of a more effective than either short term or piecemeal approach. Values or character building also has important implications for larger social change, by creating schools as learning communities.

Based on the previous research background, this research has a focus on *How are the application of character building in Learning Short Story "Bertengkar Berbisik (Argueing whispering)" in Class IX of SMP Negeri 3 Purworejo.*

There were two purposes of this study. The first was to describe the kinds of character developed in short story "*Bertengkar Berbisik (Argueing whispering)*" in Class IX of *SMP Negeri 3 Purworejo*. The second is to describe the applications of character development through learning short story "*Bertengkar Berbisik (Argueing whispering)*" in Class IX of *SMP Negeri 3 Purworejo*.

METHOD

The study was done at *SMP Negeri 3 Purworejo*. The selection of location was based on 1) the uniqueness of the cultivation of character building through the integration of subject and coaching students, 2) ease of obtaining data from the institution concerned, because *SMP Negeri 3 Purworejo* located in downtown.

Data collected through this study were data corresponding to the focus of research, which was about character building in the learning of short stories in *SMP Negeri 3 Purworejo*. In qualitative research, data in the form of words and not a series of numbers. Types of data in this study are primary and secondary data.

According to Spradley (as cited by Harsono, 2008: 160), the source of data in the study are words and actions of the person being observed or interviewed, the rest are additional data such as document and photograph. Sources of data in this study are people, event, and document. Informants of this study consist of the principal, Indonesian teachers, and students of *SMP Negeri 3 Purworejo*.

Data collection technique is an important step in a qualitative research. Because the main purpose of the study is to get data (Sugiyono, 2008: 62). Technique of data collection consists of three techniques such as in-depth interviews, documentation, and observation.

To present the data to be easily understood, then the steps of data analysis used in this study is an Interactive Model of Analysis by Miles and Huberman, who share the steps in the data analysis activities by some parts of the data collection, data reduction, data display, and the inferences or verification (conclusion).

According to Harsono (2011: 36), to test whether the data are valid or not, usually use triangulation including several triangulation ways. Various means of triangulation include: Triangulation source, Triangulation Method, Confirmation, and Dependability. Triangulation used in this research is triangulation source, that is to compare and test again the trust degree of an information gained by different time and tool in qualitative research.

RESULTS AND DISCUSSION THEORY

For the Characters Developed in Short Story Entitled "*Bertengkar Berbisik* (Argueing whispering)" discussed that short story was one of the literary works of prose. It is constructed from two elements, intrinsic and extrinsic elements. The intrinsic elements were elements that built a literary work from the inside. In contrast, the extrinsic elements were elements that influence literary works from the outside. Intrinsic elements of short stories included themes, characterizations, and background.

In this study was known that one of character building concepts at *SMP Negeri 3 Purworejo* was instilled by integrating it to each subject matter. In this

school, the character values were instilled based on the character building for secondary school students. At least, there were 18 character values instilled to students. Those eighteen values were religious, honest, discipline, responsibility, independence, social care, tolerance, creativity, hard work, democracy, curiosity, the spirit of nationalism, patriotism, love of peace, respect for interpretation, communicative, like to read, care for the environment, and mutual aid.

Instilling value through Indonesian was not only done in the form of learning activities that helped to build the characters, but also of subject matter that contained the values of the characters. In a short story entitled "*Bertengkar Berbisik* (Argueing Whispering)" contained many character values that can be implanted for secondary school students.

Comparing this study with the study by Lapsley (2007) entitled "*Teaching Moral Character: Two Strategies for Teacher Education*." It is a qualitative research from the *International Journal of Center for Ethical Education*. This study evaluated the effort or strategy undertaken by teachers in instilling character values to the student. The strategy used is minimalist and maximalist strategies. A "minimalist" strategy requires teacher educators to make explicit the hidden moral education curriculum and to reveal the inextricable linkage between best practice instruction and moral character outcomes. The "maximalist" approach requires preservice teachers to master a tool kit of pedagogical strategies that target moral character directly as a curricular goal.

In this research noted that characteristics of character values in a short story "*Bertengkar Berbisik*" contained in theme, setting, and character of each character in the story. This showed that the short story "*Bertengkar Berbisik* (Argueing Whispering)" had many characters values for secondary school children.

Character values contained in the short story "*Bertengkar Berbisik* (Argueing Whispering)" included religious, honesty, responsibility, social care, tolerance, hard work, and democratic. These character values were implemented on the intrinsic elements that exist on the short story.

One of the characters in the short story “*Bertengkar Berbisik* (Argueing Whispering)” was religious. The value was implemented in the intrinsic element of the story, setting or social setting. Where in the story told about three pilgrims who were fasting. As we known that fasting is one of worship obligatory for Muslims during Ramadan.

One of the character values in the short story “*Bertengkar Berbisik* (Argueing Whispering)” was the honesty value. In the story was told about the importance of honesty, played by the three pilgrims. Where at first they were not honest, but after knowing the impact of their dishonesty, then they were honest to the head of the village about what they really were.

In a short story “*Bertengkar Berbisik* (Argueing Whispering)” also contained the responsibility value. It was implemented in consequence received by the three pilgrims who had been lying. But in the story, their responsibility was showed by leaving the house of the head of the village.

Compared with this study was the study by Huitt (2010) entitled “*A Holistic View of Education and Schooling: Guiding Students to Develop Capacities, Acquire Virtues, and Provide Service.*” It is a qualitative research from the journal of *Annual International Conference sponsored by the Athens Institute for Education and Research*. This study confirms that there are several definitions for moral intelligence, most of them revolve around the habits and thought patterns, emotions, intentions, and behaviors related to issues of right and wrong, especially in a social context. There are various kinds of moral character development program starting from the moral quality, for the moral character of the integration of activities into academic lessons, for all school programs where instruction is focused on the moral character, service learning programs integrated into the curriculum.

One of the characters in the story “*Bertengkar Berbisik* (Argueing Whispering)” is the social care value. This character value was implemented in the characterizations played by the head of the village who gave food and shelter for pilgrims who pretended to be the head of the neighboring village. This care appeared because the pilgrims were from the far place and fasting.

Other value instilled in the short story was the hard work value. The story told about the consequences of people who did not want to work hard.

In the short story told about the friendship between the three pilgrims. But that needs to be reminded that in forming friendships, students should be able to remind their friends who want to do bad things and not even follow.

One of the characteristics of learning character values in Indonesian learning was the teacher chose material that contained a character value. In lesson plan, teacher outlining learning activities that supported the inculcation of character values.

At the beginning of learning, the teacher opened the lesson by saying hello then followed by reading learning objectives to be achieved. In this teaching activity, the teacher instilled character value, religious. This can be explained that greeting and prayer are part of the religious activities.

Compared with this study, the research conducted by Berryhill (2007) entitled " *Comparative Implications of Character building Programs in Public Schools in Arkansas.*" Name of the journal is Presentation Paper for the International Conference on Civic Education Research. This type of research is quantitative research. This study evaluated the effect of school education programs, character building on student behavior and the cultural climate and the implementation of the eleven principles of character. Eleven principles of character. There were measurable differences in the observed assessment of peer behavior in students in PAR schools (school-wide character building implementation) and NONPAR schools (no school-wide character building implementation). The results suggest that the implementation of character building programs in all public schools in Arkansas will produce a higher character scores, or academic value.

The subfocus of Process of Building Character Through Learning Short Story " *Bertengkar Berbisik (Argueing Wispering) at Class IX of SMP Negeri 3 Purworejo* has the results that in one of the embedded values is an independent, curiosity, and love to read values. Independent value was implemented in the form

of independent learning activities to read something about the material in the form of short story "*Bertengkar Berbisik*" to understand the material of the short story.

Meanwhile, in a learning activity is also instilled the value of curiosity. In which with the independent learning activities, students can be motivated to always want to know. In this case is to know the contents of the short story, the intrinsic elements of short story, and values or what lessons can be learned from the short story "*Bertengkar Berbisik (Argueing Whispering)*".

The love to read value was implemented in a reading activity of short story "*Bertengkar Berbisik*". Through this activity, students were instilled a sense to love reading, so that not only reading comics, but they also reading short story, poems, and newspaper or other print media. With a love of reading, knowledge and insight students will be increased, not just related to the lesson but also a general insight.

Compared with this study, a study conducted by Bailey (2005) entitled "*Clover: Connecting Technology and Character building Using Personally-Constructed Animated Vignettes.*" It is a qualitative study with the journal name is the Journal of Moral Education. This study provides an overview of the iterative design, use, and evaluation of a tool that enables kids to construct animated vignettes expressing personal experiences. By building, sharing, and responding to vignettes, kids become engaged in reflection and problem solving moral and social issues, activities that build character. By creating their own vignettes, kids are able to acquire and apply technology skills within a learning activity meaningful to them. These results emphasize that the school needs to provide an effective character building and integrate the use of computers in meaningful learning activities. Build use of animated sketches for character building, we have made some contribution to overcome this problem.

In this research noted that the characteristics of character values learning of short story "*Bertengkar Berbisik (Argueing Whispering)*" was the use of varied learning method as an effort to instill the character values. One of methods used was questioning method. In using the questioning method, one of the values

instilled was democratic value. In which students appreciated and listened teacher who gave the explanation.

To know students' understanding of the material and the result of the inculcation of character values, teacher conducted learning evaluation by giving individual tasks. Students analyzed the positive and negative values of life contained in the story, determined the value of which can be imitated by the students, compared the value of the short story to students' lives, and determined the existing mandate of the short story. Through the evaluation can be known how far students' understanding of the material and also the positive and negative character values in the story.

Compared with this study, a study conducted by Shea (2003) entitled "*Making the Case for Values/Character building: A Brief Review of the Literature*". The journal name is Journal of Education. This study discusses the basic knowledge for the values / character building in the United States. Important educational and psychological theories address the cognitive and moral development of children and adults have formed the basis for most of the values / character building program or initiative. Comprehensive and holistic programs, involving many partners, showed evidence of a more effective than either short term or piecemeal approach. Values or character building also has important implications for larger social change, by creating schools as learning communities.

CONCLUSION

Based upon the results of fieldwork in this thesis, the writer reveals the conclusions are (1) there were seven character values contained in the short story entitled "*Bertengkar Berbisik* (Argueing Wishpering)". The seven characters were religious, honest, responsibility, social care, tolerance, hard work, and democracy. Those seven characters were reflected through setting and characterization (sayings and actions) of the characters in the story; (2) Character development was carried out through a process of learning story entitled "*Bertengkar Berbisik* (Argueing Whispering)". There were three steps taken by the teacher in the

learning process of short story. First, put the value of the character in preparing the lesson plan. Second, use a variety of methods-lectures, discussion, and debate. Third are examples and creativity.

There are such recommendations addressed to teachers. Teachers can choose a short story that contains the values that can be used for developing students' character. In the process of the lesson, the teacher should have the creativity and choose the appropriate method for the purpose of learning can be achieved.

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