



## Analysis of Character Value Content in Folk Stories in Student Thematic Books

Muhammad Irfan<sup>1</sup>

<sup>1</sup>Faculty of Teaching and Education, Universitas Negeri Makassar Sulawesi Selatan, Indonesia

---

### Article Info

#### Article history:

Received Apr 11, 2023

Revised May 7, 2023

Accepted May 26, 2023

---

#### Keywords:

Character  
Elementary School  
Thematic Book

---

### ABSTRACT

**Purpose of the study:** This study aims to determine the distribution of religious values in thematic short stories for class VI theme 8.

**Methodology:** This research method is qualitative with content analysis. The instrument used was short story books in thematic textbooks for class VI theme 8. This study concludes that several character values are contained in folklore in thematic books for class VI students theme 8.

**Main Findings:** The results of this study are character values include religious, tolerant, friendly, peace-loving, social care, hard work, and responsibility. Responsibility is a charge that dominates character values. By instilling the value of responsibility to students, it is hoped that it can provide various benefits and shape the attitudes, behavior and character of students.

**Novelty/Originality of this study:** Based on the directives from the ministry of Education that each lesson must integrate each character so that students can develop their character

*This is an open access article under the [CC BY-NC](#) license*



---

### Corresponding Author:

Muhammad Irfan,

Faculty of Teaching and Education, Universitas Negeri Makassar, Sulawesi Selatan, Indonesia

Email: [rizkialfanaa@gmail.com](mailto:rizkialfanaa@gmail.com)

---

## 1. INTRODUCTION

The curriculum is a collection of plans, goals, and learning materials regulated in government regulations regarding a country's education. The curriculum is a collection of subjects that must be taught by students at a certain time and period [1]. The curriculum is a period of time for students to complete education, the expected learning outcomes, and the learning experiences of students [2]. The curriculum can also be a system to achieve goals in learning students' character [3]. It is hoped that the existence of a character education system can shape students to behave well and be virtuous.

Character education is a system that aims to instill certain character values in students. Character education has knowledge, awareness, and action components to carry out the instilled values [4]. Character education aims to train students to become more moral so that life is more directed and better [5]. The formation of students' character is expected to shape students to behave well, have morals, develop basic abilities, and strengthen their behavior in society and the nation and state [6]. To achieve this, a teacher's strategy is needed in learning, especially in thematic learning, which is used as one of the learning media for students.

Thematic learning is integrated learning that combines several subjects in one lesson. With integrated learning, it is hoped that after learning, students get meaningful experiences for students [7]. The purpose of thematic learning is not only to develop students' cognitive abilities but also to develop students' psychomotor and affective abilities [8]. Therefore, with thematic learning, it is hoped that students can experience meaningful, memorable, and fun learning [9]. One of the easy and simple things a teacher can do is to use folklore as an effective learning medium.

Folklore is a traditional story passed down orally from generation to generation. Folklore contains instilled attitudes, behaviors, and community values that continue to the next generation through speech traditions [10]. Folklore stores a moral and cultural value that continues to be passed down [11]. Therefore, folklore can be used as a medium for character learning to instill the expected values and characters [12]. So that it becomes a medium that can instill character values so that there is an increase in character in students. The research conducted by Danawati, Regina, & Mukhlisina [13] is a study that analyzes character values in student thematic books. The research results show that in. student books for class IV Theme 5, all PPKs were raised: religious 3 SN, nationalist 4 SN, independent 4 SN, mutual cooperation 3 SN, and integrity 2 SN.

The similarities between previous research and this research are that they analyze character value loads. The difference between this research and previous research is that the previous research analyzed the character value content in the thematic textbooks for class IV Theme 5 students. Meanwhile, the current study analyzed the character value content in folklore in the thematic textbooks for class VI, Theme 8. Class The ones analyzed are also different; where the previous study analyzed thematic books for class IV Theme 5, while the research conducted by the current researcher was folklore in class IV Theme 8 thematic textbooks. The content of the character values analyzed was also different. Where in the previous study analyzed character values, while this study was based on 18 characters.

Based on the background, this study's formulation of the problem is: how is the character value content contained in the thematic book folklore class VI Theme 8 based on 18 characters. This study aims to find the character values that appear in the thematic book folklore class VI Theme 8 based on 18 characters. With this research, it is hoped that it can guide teachers to find out the content of character values in short stories and thematic books for class VI Theme 8.

## 2. RESEARCH METHOD

The research was conducted using qualitative methods. The qualitative method is research that focuses on in-depth observation [14]. This research was conducted to determine the distribution of character values in short stories and thematic books for class VI, theme 8. The method used in this study was content analysis. Content analysis is a qualitative research technique that discusses in depth a written document and the meaning of the contents of the document[15]. The data source for this research is folklore in class VI theme 8 thematic books. The steps that can be taken to carry out document analysis are; data collection, data reduction, data presentation, concluding data, and verifying data. [16]-[18].

Table 1. Character value indicators

No	Character Values	Indicator Character Values
1	Religious	Obey and adhere to the teachings of the religion adhered to Respect for adherents of other religions Living in harmony and peace
2	Honest	Speak as it is Do not cover up a truth or actual incident
3	Tolerance	Respect ethnicity, religion, race, group and other people who are different from themselves Respect other religious holidays
4	Discipline	Demonstrate an orderly attitude and comply with regulations
5	Hard work	Serious in overcoming various problems
6	Creative	Creating a way or a new idea
7	Independent	Ability not to depend on others, depend on yourself
8	Democratic	Attitude and ability to act and be able to assess the rights and obligations of oneself and others
9	Curiosity	Attitude and willingness to think broadly and deeply about what is being learned
10	Spirit of nationality	Proud of the nation's resource potential Think, act, and have insight that prioritizes the interests of the nation above oneself Appreciate the services of the heroes of the history of the Indonesian nation's struggle Exemplify the spirit of heroism. Proud to be part of the Indonesian nation Loving domestic products Viewed that Pancasila is the basis of the state and state ideology
11	Love the Motherland	Preserving regional culture

No	Character Values	Indicator Character Values
		Songs of Indonesia Raya and Struggle State symbols, national symbols, flags, the language of regional songs Study the local culture Participate in local art and cultural activities Think, behave, and show a sense of loyalty, care, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment.
12	Appreciate Achievements	Be positive Attitude/behavior encourages himself to produce something that is useful for society, recognizes and respects the success of others.
13	Friendly/Communicative	Be open to others with polite communication so as to create good collaborative cooperation Attitudes and actions that show pleasure in talking, socializing, and working with others
14	Love peace	Attitude/behavior that reflects a calm, peaceful, safe, comfortable atmosphere for his presence in a particular community/society
15	Like to read	Provide time to read various readings that provide virtue for him
16	Environmental care	Attitudes/actions to try to prevent damage to the environment and its surroundings, develop efforts to repair natural damage that has occurred
17	Social care	Respect for elders Providing assistance to people in need Ask and forgive Prioritizing the public interest over personal and group interests
18	Responsibility	Attitudes and behavior in carrying out the duties and obligations that should be carried out, both to oneself, society, the natural environment, social culture, the state, and God Almighty

### 3. RESULTS AND DISCUSSION

Based on the results of the analysis of character values carried out by researchers, there are several character values contained in folklore in the thematic books of class VI theme 8 students. To find out the content of character values can be seen in the table;

Table 2. Character value payload

No.	Folklore Title	Text Quotes	Character Values	Indicator Character Value
1	Tempua and Quail	Tempua and Quail are a pair of best friends.	Friendly	Actions that show pleasure in getting along with other people
		So far, they have always lived in harmony.	Religious	Live in harmony and peace
		Both Tempua and Quail realized that they couldn't force it their opinion of the magnificence of the hive	Tolerance Love Peace	Appreciate the difference between yourself and others Attitudes that cause others to feel happy and secure
2	Cindelas	They didn't clash either	Friendly	Actions that show pleasure in getting along with other people
		Even though he lived in the forest, Cindelas was not lonely. He is friendly with all the animals that exist	Responsibility	The attitude and behavior of carrying out the duties and obligations that should be carried

No.	Folklore Title	Text Quotes	Character Values	Indicator Character Value
		<p>Patiently, Cindelas took care of his chicks. He never forgot to feed and bathe her. Now, the chick has become a big and strong rooster</p> <p>Hearing his mother's story, Cindelas was determined to meet Raden Putra.</p> <p>After traveling a long way, Cindelas finally arrived at the Kingdom of Jenggala</p> <p>." My son, will you forgive your father's mistake? Cindelas nodded firmly</p> <p>Actually, after expelling Cindelas' mother, Raden Putra realized</p>	<p>Hard Work</p> <p>Hard Work</p> <p>Social Care</p> <p>Social Care</p> <p>Love Peace</p>	<p>out</p> <p>Serious in overcoming various problems</p> <p>Serious in overcoming various problems</p> <p>Respect others and ask for and forgive other people's mistakes</p> <p>Forgive others</p> <p>Safe and peaceful atmosphere of self presence in front of others</p>
3	King Mintimun	<p>that he had made a mistake.</p> <p>Now, thanks to the chicken</p> <p>Cindelas male, they can all reunite and live happily</p> <p>"Pity my people if I continue like this," said King Mintin realized</p> <p>On the first day of reign, Crocodile immediately studied royal affairs.</p>	<p>Responsibility</p> <p>Responsibility</p> <p>Social Care</p> <p>Responsibility</p> <p>Responsibility</p>	<p>The attitude and behavior of carrying out the duties and obligations that should be carried out</p> <p>The attitude and behavior of carrying out the duties and obligations that should be carried out</p> <p>Prioritizing the public interest over personal interests</p> <p>The attitude and behavior of carrying out the duties and obligations that should be carried out</p> <p>The attitude and behavior of carrying out the duties and obligations that should be carried out</p>
4	The Story of the Young Deer and the Wolf	<p>King Mintin grew furious. "Don't defend yourself in front of me. Don't you both realize that you are causing misery to the people of this country?"</p>	<p>Responsibility</p> <p>Hard work</p> <p>Social care</p>	<p>Attitudes and behavior of carrying out the duties and obligations that should be carried out</p>

No.	Folklore Title	Text Quotes	Character Values	Indicator Character Value
		Even though his two sons apologized, King Mintin still punished them for their mistakes	Responsibility	Serious in overcoming various problems
		The Dragon and the Crocodile were banished from Mintin Kingdom forever	Responsibility	Providing assistance to people in need
		The guard deer will continue	Responsibility	The attitude and behavior of carrying out the duties and obligations that should be carried out

Based on the findings above, it is known that there are character values in the four folk tales in the thematic books of class VI theme 8 students, including:

#### 1. Character values in the folk tale "The Tempua Bird and the Quail"

Based on the researcher's analysis, friendly, religious, tolerant, and peace-loving values exist in folklore. Religious value is found in the text quote, "So far, they have always lived in harmony." Friendly value content is found in the quote, "Tempua and Quail are a pair of friends." The content of the value of tolerance is in the text, "Both Tempua and Quail realize that they cannot impose their opinion about the greatness of their nest." Then the value of peace-loving is found in the content of the text "They will not be at odds either."

#### 2. Character values in the folklore "Cindelas"

Based on research studies on the folklore "Cindelas," there are values of a friendly character, responsibility, hard work, social care, and peace-loving. Friendly values are found in the text "Even though he lives in the forest, Cindelas is not lonely. He is friendly with all the animals that exist. The content of the value of responsibility is found in the text "With patience, Cindelas takes care of his chicks. He never forgot to feed and bathe her. Now, the chick has become a big and strong rooster." The value of hard work is found in the text "After traveling a long way, Cindelas finally arrived at the Kingdom of Jenggala." The value of social care is contained in the text "Actually, after expelling Cindelas' mother, Raden Putra realized that he had made a mistake." The content of peace-loving values is found in the text "Now, thanks to the Cindelas rooster, they can all be reunited and live happily."

#### 3. Character values in the folklore "Raja Mintin"

The results of the researcher's analysis show a value charge of social responsibility and care contained in the folklore. The value of responsibility is in the text "Even though his two sons apologized, and King Mintin still sentenced them to their mistakes." The value of social care is contained in the text "King Mintin is getting angry. "Don't defend yourself in front of me. Don't you both realize that you are causing misery to the people of this country?"

#### 4. Character values in the folk tale "The Tale of a Young Deer and a Wolf"

The research study shows this folklore's values of responsibility, hard work, and social care. The text indicating the existence of these three values is "The guard deer will pay attention to any suspicious sounds and movements. The deer are always ready to run when the wolves come threatening."

The above analysis shows that there are religious values, tolerance, friendship, peace-loving, social care, hard work, and responsibility. The character value of responsibility is the character value that appears most frequently in short stories. With the value of responsibility, it can form students not to neglect the duties and obligations given to students; students tend to be careful people, can be trusted and respected by others, and admit mistakes that have been made and correct them [19].

## 4. CONCLUSION

The conclusion of this study is that there are several character values in folklore in the thematic books of class VI students, theme 8. These character values include religion, tolerance, friendship, peace-loving, social care, hard work, and responsibility. Responsibility is the dominating character value charge. With the value of responsibility, it is hoped that students can experience various benefits, including not neglecting the duties and

obligations assigned to students, students tend to be careful people, can be people who are trusted and respected by others, and admit mistakes that have been made. done and corrected the error.

## ACKNOWLEDGMENT

Thanks to all the people who were involved in this research, so that I can complete the research that I did.

## REFERENCES

- [1] S. Bahri, "Pengembangan kurikulum dasar dan tujuannya," *J. Ilm. Islam Futur.*, vol. 11, no. 1, p. 15, 2017, doi: 10.22373/jiif.v11i1.61.
- [2] F. Annisa and M. Marlina, "Penerapan model pembelajaran kooperatif tipe index card match terhadap aktivitas dan hasil belajar matematika peserta didik," *J. Basicedu*, vol. 3, no. 4, pp. 1047–1054, 2019, doi: 10.31004/basicedu.v3i4.209.
- [3] Z. Zulhendri., R. Dewita., N. Gistituati., and A. Bentri, "Manajemen kurikulum sekolah islami di sekolah dasar islam. *Edukatif: Jurnal Ilmu Pendidikan*, vol. 3, no. 6, pp. 5076-5084, 2021.
- [4] A. C. P. Harahap, "Character building pendidikan karakter," *J. Pendidik. dan Konseling*, vol. 9, no. 1, pp. 1–11, 2019.
- [5] S. Julacha, "Problematika kurikulum dan pembelajaran pendidikan karakter," *J. Penelit. Pendidik. Islam*, vol. 7, no. 2, p. 157, 2019, doi: 10.36667/jppi.v7i2.367.
- [6] M. Ridwan, "Konsep tarbiyah, ta'lim dan ta'dib dalam al-qur'an," *Nazhruna J. Pendidik. Islam*, vol. 1, no. 1, pp. 37–60, 2018, doi: 10.31538/nzh.v1i1.41.
- [7] W. P. Dewi, D. A. Ramadhiani, K. Mukarromah, and M. Rahayu, "Efektifitas pelaksanaan pembelajaran terpadu di sekolah dasar selama pandemi covid-19 berdasarkan perspektif guru," *J. Cakrawala Pendas*, vol. 8, no. 1, pp. 82–93, 2022.
- [8] M. F. Gandasari, "Pengembangan model pembelajaran tematik pendidikan jasmani olahraga kesehatan untuk kelas 2 sekolah dasar," *J. Pendidik. Jasm. Indones.*, vol. 15, no. 1, pp. 22–27, 2019, doi: 10.21831/jppi.v15i1.25489.
- [9] Z. Amry and L. Badriah, "Thematic learning as an effort to increase the activeness of students," *Elem. Islam. Teach. J.*, vol. 6, no. 2, pp. 254–270, 2018.
- [10] M. P. S. Tanjung, *Belajar Karakter dari Sultan Siak*. 2019.
- [11] Y. Miftahul Iman and Y. Sulaeman, "Nilai pendidikan pada cerita rakyat legenda tanjung lesung sebagai bahan pembelajaran apresiasi sastra di sekolah dasar," *Cakrawala Pedagog.*, vol. 3, no. 2, pp. 132–142, 2019, doi: 10.51499/cp.v3i2.111.
- [12] K. Kuswara and Y. Sumayana, "Apresiasi cerita rakyat sebagai upaya memperkuat karakter siswa dalam menghadapi revolusi industri 4.0," *J. Basicedu*, vol. 5, no. 1, pp. 317–326, 2020, doi: 10.31004/basicedu.v5i1.678.
- [13] M. G. Danawati, B. D. Regina, and I. Mukhlisina, "Analisis nilai karakter pada buku siswa tematik sekolah dasar berorientasi pendidikan karakter," *J. Pemikir. dan Pengemb. Sekol. Dasar*, vol. 8, no. 1, pp. 60–70, 2020, doi: 10.22219/jp2sd.v8i1.12369.
- [14] H. Wijaya, "Analisis data kualitatif model spradley," *Res. Gate*, no. March, pp. 1–9, 2018.
- [15] U. M. Bone, "SEMIOTIK," no. January, 2019, doi: 10.13140/RG.2.2.21963.41767.
- [16] S. Marcelina and U. Adzkia, "Analisis nilai karakter cerpen pada buku siswa kelas iv sekolah dasar tema 8 daerah tempat," no. 1, pp. 169–179, 2022.
- [17] B. P. Sakti, "Indikator pengembangan karakter siswa sekolah dasar," *Magistra Unwidha Klaten*, vol. 30, no. 101, p. 1, 2017, doi: 10.31227/osf.io/pucw9.
- [18] N. Maziyah, R. Rais, and K. Kiswoyo, "Analisis nilai spiritual dalam pembentukan karakter pada buku cerita rakyat karya wirodarsono," *Indones. Values Character Educ. J.*, vol. 2, no. 1, p. 11, 2019, doi: 10.23887/ivcej.v2i1.17924.
- [19] Y. Ernata, "Analisis motivasi belajar peserta didik melalui pemberian reward dan punishment di sdn ngaringan 05 Kec.Gandusari Kab.Blitar," *J. Pemikir. dan Pengemb. Sekol. Dasar*, vol. 5, no. 2, p. 781, 2017, doi: 10.22219/jp2sd.vol5.no2.781-790.