

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some theories that the proposal is going to apply to do the analysis on the following chapter. They include the definition of educational values, character building, and fables.

#### A. Educational Value

This sub-chapter will discuss the definition of values, education, value, and educational values.

##### 1. Education

Education is the important thing in our life. Education gives us knowledge in how to have a certain attitude, to talk, and to learn science which is finally can be taught to others. Every people always experienced education process in their life. Education is very important to create human's life better. Education is influenced by many factors such as teachers, students, learning method, and others.

According to Kamus Besar Bahasa Indonesia (KBBI) in 2008 Education is a learning process for each individual to achieve knowledge and higher understanding of the particular and specific objects. Formally acquired knowledge of the result in each people that has the mindset, behavior and morals in accordance with the education obtained.

The word *Education*, according to UU Republik Indonesia No. 20 of 2003 about National Education System: "Education is a conscious and

planned effort to create an atmosphere of leaning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and the skills needed themselves and society”

## 2. Value

Value is derived from Latin word *vale*“re, it means useful, capable, have power, force, so it is defined as something that is considered to be good, useful and the most valid according to the belief of a person or group of people. Value is quality of a thing that makes it pursued, appreciated, useful, and it can make people become respectful (Adisusilo, 2012). Value is something that gives the meaning of life. It gives purpose of life. According to Abrar (2016) the identification and clarification of values and moral positions is important, this step must be followed by an articulation of the desired behaviors that result from upholding said value. It is important that pre-service teachers consider the behaviors that should follow from certain value positions. Brady (2011) stated that teachers bring and develop a variety of professional and personal values to classroom relationships and the students also bring a variety of values from the home. These will include varying expressions of tolerance, respect for others, social conscience and personal responsibility.

Value is an important and beliefs or ideals shared by the members of a culture about what is good or bad and desirable in life of human. Values have main position on behavior of person, attitude and serve as

guidelines in all of situations. According to Mergler (2008) Values are the beliefs about what is right, what is wrong and what is important in life. These values are gained from differences sources. Value education is important to give for any individual. The good values have to be inculcated in the individual's mind right from their childhood.

Bertens (2005) states that value is something exciting and fun that we looking for simply it is something good and delighting. Value sometimes explains the utility of some particular objects, and sometimes the power of purchasing other goods which the possession of that object conveys. The phenomena of value can be divided into *Subjective or Personal Value* and *Objective Value*. Commonly, value is the subjective sense, the good importance is considered to possess with reference to be a good of person. Furthermore, Value, in the objective sense, is a relation of power or capacity between a good and an objective result. According Rosenstand (2006) that "more often the word value refers to a moral and educational value, a judgment of somebody's behavior according to whether or not it corresponds to certain moral rules".

According to Schwat (1973) the main conception of basic values implicit in the writings in many theorists and researchers as follows:

- a. Values are beliefs. But they are beliefs tied inextricably to emotion.
- b. Values are motivational construct. They refer to the desirable goals people strive to attain.

- c. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.
- d. Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria.
- e. Values are ordered by importance relative to one another. People's values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

According to the explanation above, life of human always correlation with values and values must be instituted. The best way to realize it is by educational effort. Value is unlimited. It is very difficult to find values limits because values has correlation with human activities which is very complex. Despites, the effort to formulate it has been done and must be appreciated. Values can be defined as abstract concepts in human itself. It is about something belief is good or bad, and right or wrong.

### 3. Educational Value

Educational values are developing and cultivating the values in a person. Education value is the power of education, so wherever, he is taught the value of education will present itself (Joshi, 2014). Educational value can also be interpreted that the educational changes experiences to be more positive, if the first model only as the teaching of science education, as moral degradation,

then education must also has correlation with educational value. Education includes all actions or efforts of the older generation to transfer science (transfer of knowledge), skills and experience to younger generation, namely the effort to prepare them to meet the functional life, either physical or spiritual.

The word *Education*, according to UU Republik Indonesia No. 20 of 2003 about National Education System: “Education is a conscious and planned effort to create an atmosphere of leaning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and the skills needed themselves and society.

Educational value defines that the value as a help for the students in order to realize and experience values as well as integrally take it in their whole life (Mulyana, 2004). (Hakam, 2002) stated that value education is an education that considers objects from moral and non-moral point of view, including aesthetics. It sees objects from beauty point of view, personal taste, and ethics.

In the value education process, educational steps are more specified to reach more specific purpose as stated by APEID committee (Asia and the Pacific Programmer of Education Innovation for Development) that value education is specified to: a) applying values to learners, b) producing an attitude reflects desirable values, and c) guiding a consistence act with that values (Mulyana, 2004). In the education process, values is hoped to be reach

in the process of education. Later, these values can be a provision to build a harmonic life.

From the explanation above, it can be concluded that educational values is something important which people think or to do relating to or concerned with education. Meanwhile, states that national education has a function to build ability, character, and prestigious national culture in order to educate national life, for improving student potential so that becomes faithful and fear to the God, have a good character, erudite, healthy, capable, independent, creative, and becomes a responsible and democratic citizen.

There are 18 educational character values according to UU Republik Indonesia No. 20 of 2003 about National Education System as follows:

- a. Religious. The attitude and behavior that is obedient to do the religion of their faith, have tolerant with another religion, and life harmony with another religion.
- b. Honesty. Behavior that do the effort of making themselves as a people that always can do be believed in saying, doing, and working.
- c. Tolerance. Appreciates attitude, ethnic, and different behavior, opinion, different religion.
- d. Discipline. An action to show the obedient attitude and orderly obey to any terms and rules.
- e. Hard working. Behavior that shows an effort to solve any obstacles in learning activity.

- f. Creative. Thinking and doing to create something new or a new result from something had been owned.
- g. Independent. Be able to do his/her own work by his/her self, not depend on the others.
- h. Democratic. The way of thinking, acting, and doing that have the same right and obligation of him/her and others.
- i. Curiosity. Always curious about what he/she learns and try to find something deeply and widely.
- j. National spirit. Take a place on national importance than self or group importance.
- k. Love homeland. Behavior and attitude that show up the loyalty, care, and respect to the language, environment, social, politic, and culture.
- l. Appreciating achievement. Behavior and attitude that push up to create something useful, appreciates and respects to other people achievements.
- m. Friendly. The actions that take attention for pleasure to speak in collaboration with others.
- n. Love peace. Attitudes, expression, and actions that cause others to feel happy and safe on the presence of himself.
- o. Like to read. Habits taking time to read a variety of literature that gives well to him/her.
- p. Environmental care. Behavior that always take care and prevent environmental damage and have an effort to repair environmental damage.

- q. Sociality. Attitudes and action that always want to give helping to others and society that need to help.
- r. Responsible. Attitudes and behavior of a person to perform his duties, his/her should do, of self, society, the environment country and God Almighty.

According to the explanation above, the researcher can conclude that there are many educational values which can build a better student's character. While, educational values are not only gotten in formal class, but also it can be found everywhere, for example is from fable.

## **B. Character Building**

This sub-chapter will discuss the definition of character and the definition of character building.

### **1. Character**

Character has meaning as way of thinking and behaving that is typical each individual to live and work. Character has the same meaning with behavior, both within the family, community, nation and state. According to Kamus Besar Bahasa Indonesia (KBBI) in 2008, the character is a psychological traits, morals or manners that distinguish one person to another

Character also can be defined as the particular combination of qualities in a person that makes him or her different from others (Walter, 2008). According to policy (Lexmond and Reeves, 2009) everyone knows what a person does represent his or her character, whether people do reflect



a good or bad character. Being „good character“ means excelling at the task of pursuing to make life better. The traditional view of character as a set of qualities unique to individual encompasses their choice and belief of values; their natural and unalterable personality positions as a private matter; their position outside the realm of public.

According to Pala (2011) Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

## 2. Character Building

Character building is a conscious effort of a teacher to teach values to their student. Lickona (2012) define character building as earnest effort to understand the foundation of a person's core, care, and acts with a foundation of ethical values, it can be interpreted as a genuine efforts by way of a positive personality developed, encouraged, and empowered by example.

According to Lewis (2004) there are some types of positive or good characters those can build student's character such as *compassionated, tolerance, honesty, responsible, establishing justness and fair*. *Compassionated* can be categorized as empathy. Empathy is feeling and understanding what others need. Reach other out make someone's live to be valuable. People would be said as *Compassionated* when they are able to give anything selfless. People who have the real *compassionated*, they will

be not worried about the advantages for themselves. Then, *Tolerance* is accepting behavior and beliefs which are different from one another, although you might not agree with or approve of them. Then, another type is *Honesty*. It is a behavior to do and say something appropriate with what are to do and happened. Beside *honesty*, the next type is *responsible*. *Responsible* is implied as certifiable attitude (Lewis, 2004). Someone is indeed has and makes some mistakes, but the mistakes are not deliberately created. Furthermore, *establishing justness* almost has the same meaning with *fair*. Generally, both of them are categorized into *fair*. *Fair* means proper, good, and reasonable. It's also defined as an attitude that someone is not regarded someone else as special. Then, people subjected all people they know have equality. They will do to other people as what they do for another.

All of characters building has mentioned are estimated can be built children's character because most of children have big curiosity. What they have gotten will be processed in their mind properly, means appropriate with general principles. Then, children determine their good behavior as prevailing rules.

### **C. Fable**

According to Lucken (2003) Fable is a short and simple story that contains character, typically animals that actions to teach the children about moral lesson or universal truth and life of human. Moreover, in the fable the animals as symbol for human behavior have made the children as the reader

safe, yet effective, and political tools, fable belongs to traditional literature because the body of fable is modified of ancient stories that grew out of the human quest to understand the natural and spiritual world. Fable usually contain of moral and character educations. It is known as the oldest children's literature and has been known hereditarily.

It becomes favorites for children, as they often experienced with the fairy tales and other story. Most animal characters in fables are widely used as a symbol about life of human. Thus, through these characters children in the fables can find some values. It shows some moral values. Furthermore, through the characters within the story make fable is closer to children.

Concerned on this research, the researcher determined to choose some stories of Aesop's fable as the material of children's literature which are suitable and contribute to children's character building. Aesop's fable is a fable to be used to increase problem solving, children's moral, and life of human. Aesop's fable is a compilation fable which is created by Aesop, a Greek whom cares about children's moral development in that time. Little is known about the life of Aesop. He is a certainly a legendary figure. Aesop's lived in Greece in the sixth century, but his birthplace remains a mystery. Samos, Sardis, Messembria in Thrace, and cotioeum in Phrygia are suggested of origin. Aesop was slave of kingdom, Aesop achieved a reputation as a great story teller and his fable. Firstly, he used his fables to make good points to solve the problem, and life of human. Gradually, his fables used for education instruction to build

children's character, material for children's discussion about values and behavior (Detlor, 2001).

According to Detlor (2001) Aesop's fable has some features as the characteristics of traditional literature. They are including, plots which are generally shorter than other genres of literature. Action, in turn, is concentrated, which keep audiences alert and interest. Characters in traditional literature tend to have only one outstanding quality, which make the reader easy to identify. Setting is described and referred to the vaguest of terms. Theme which commonly in the fable are good versus evil, such in the Aesop's fable which is chosen by the researcher. Those are the stories which assert about dishonest and good characters.

One feature that makes fable particular favorites for young children is that it almost always has happy ending (Tomlinson and Brown, 2002). In determining Aesop's fable as the object of this research, the researcher considered any features either features belong to determine children's literature as the researcher stated based on a theory above or features of categorizing fable as traditional literature. It is broadly stated because literature belongs to the body of fable which is modified of ancient stories that grew out of the human quest to understand the natural and spiritual world.

#### **D. Previous Related Study**

Related to this study, the researcher will present the previous study which deals to this study. The researcher finds some references related to present study which is used to compare between present and previous study

and to prove the original of the present study. First reference is Mishbachul Anam Irvani from State Islamic Institute (IAIN) Tulungagung, and second reference is Dwi Sulis Setyoasih from State Islamic Institution (IAIN) Tulungagung.

The first previous study is Character Educational Values In "*The Ron Clark Story*" Movie from Mishbachul Anam Irvani from English education of IAIN Tulungagung. The major problem of this study is to explain the character educational values in "*The Ron Clark Story*" movie based on the 18 character educational values stated by Educational Minister of Indonesia (*KEMENDIKNAS*), that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, and responsibility. The result of the study found that in "*The Ron Clark Story*" movie there are 13 character educational values above, except: religious, independent, national spirit, patriotism, and environmental care.

The second previous study is Moral Values In "Aesop's Fable" Towards Children's Character Building from Dwi Sulis Setyoasih from English education of IAIN Tulungagung. The major problem of this study is to explain the moral values in Aesop's fable to build children's character which are analyzed through the psychological manner or behavior of the actors, and character building contributed of moral values which are implied. Her research results that This research found that (1) Moral values implied in

Aesop's Fable are care of soul, kindhearted, respect, tolerance, justness, fairness, responsibility, and belief. (2) Character building is presented in Aesop's Fable through reflection of actors' moral value.