CHAPTER II

RELATED LITERATUR REVIEW

This chapter is description of theory that writer used for research. This chapter presents theory of moral value, moral development, story, traditonal story, fable, character, and character building.

A. Description of Moral Values

Moral value derives from one's own self, religion or beliefs, time frame and geography of the person live, and also by other considerations. Religion becomes the source of moral values because religions have built of what to do and what not to do in live. Individuals who are followers of a particular religion will generally make a show of following that religion's behavioral code.[10]

Moral is lesson or education of good behavior, ethics, and habit of human.[11] Henry Hazlitt asserts that morality is an art to maximize happiness because by considering this matter it will be useful for us and the other people.[12] Moral values are the standards of good and evilwhich govern an individual's behavior. Selecting individual's morals can be derived from society, goverment, religion, orself. When moral values are derived from

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[10]Robert Audi, *Moral Values and Human Diversity* (New York: Oxford University Press, 2007), 47.

[11]Robert J Sternberg, *Encyclopedia of Human Intelligence* (New York: Macmillan Publishing Company, 1994), 938.

[12]Henry Hazlitt, *Dasar-dasar Moralitas* (Yogyakarta: Pustaka Pelajar, 2003), 109.

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society and goverment, it may change as the laws and morals of the society change.[13]

Moral failure that often happens to human is moral blindness where someone cannot see that situation being confronted will get moral problem and need more judgment. Children and teenager especially are very susceptible with moral failure like doing something without thinking first. To build good society, it needs effort to make them have good personality. Character education can do this job by teaching children how to ensure the fact first before making a judgment. Knowing moral values means that understanding how to apply in every situation.[14]There are kinds of moral values. It includes the universal concepts.[15]

1. Bravery

Bravery is willing to do something which are difficult. It is the ability to stand up for what is right in difficult situations. The bravery to take the decision is very useful to face the problems.[16] It is not doubtful in facing the danger because gives the strength to do the action which is considered right in front of the strong opponent.[17]

2. Cooperativeness

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[13]www.allaboutphilosophy.org/moral values.fag.htm, accessed at 8th may, 2015
[14]Thomas Lickona, *Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar Dan Baik* (Bandung: Penerbit Nusa Media, 2013), 77
[15] Tony Buzan, *The Power of Spiritual Intelligence: Sepuluh Cara Jadi Orang yang CerdassecaraSpiritual*(Jakarta: GramediaPustakaUtama, 2003), 28.
[16]Sondang P. Siagian, *Teori dan Praktek Kepemimpinan* (Jakarta: Rineka Cipta, 2003), 112.
[17]Robert P Neuschel, *Pemimpin yang Melayani: Mengerahkan Kekuatan Orang-orang Anda* (Jakarta: Akademia, 2008), 82.

Cooperativeness involves the fact of doing something together or working together toward a shared aim. It concerns the degree to which a person is generally agreeable in their relations with other people as opposed to aggressively self centered and hostility or unfriendliness.

3. Thankfulness

Thankfulness means you are thankful and you show it. You appreciate the good things you have. You appreciate what people do for you and give you, and you let them know it.[18]

4. Kind-hearted

The kind-hearted is the quality of being kind. It is the act or the state of being marked by good and charitable behavior, pleasant character, and concern for others.

5. Love and affection

Love is a strong feeling or deep affection for somebody or something, especially a member of family or friend. Love as concept enters philosophy at one point through religion, particularly when the origin of the world is expressed as an act of procreation or the Creator is conceived of as loving his creation either as a whole or in part that is the human race. It is one of the most powerful human impulses. It is seen to be much in need of control, especially if man is able to use his rational capacities.[19]

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[18] Anne D Matherand Louise B. Weldon, *Character Building Day By Day* (New York: Free Spirit, 2006), 109.

[19] Muntamah, *Moral Value.*, 30.

6. Patient

       Patient is willing to wait for what person wants, needs, or deserves without complaining or giving up. This requires self-control. It means person does not act recklessly, without thinking.[20]

7. Forgiveness

       Forgiveness is willing to let go of any bad feelings that have toward others. Anger and hatred feel bad, but forgiving helps both person and the other person start feeling better about things. Forgiving does not mean the other person is right and other are wrong. It means that person is choosing to be peaceful and let it go.[21]

8. Wisdom

       Wisdom is the responsible use of knowledge and experience. It is a journey, not a destination. If someone iswise, he keeps learning all his life. Wisdom is a beginning, not an end. If someone is wise, his door is always open to new knowledge, new experiences, new roads to travel. Wisdom has no boundaries or fences. If someone is wise, he is not afraid of new ideas, because he knows that he can always decide to accept or reject them.[22]

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[20]Weldone, *Character Building.*, 152.

[21]Weldone, *Character Building.*, 97.

[22]Barbara a Lewis, *What Do You Stand for? for Teens: a Guide to Buiding Character* (New york: Free Spirit, 2005), 252.

B. Moral Development

Moral is a guiding value in behavior. Moral development that occurs in early childhood character is still relatively limited.[23]The initial introduction of values and patterns is still difficult to be understood and the children do not know the meaning. Our children need not only be able to drink from the information but also be able to judge the information that they are getting. It means that our children need to know how to find what they need to know and how to use multiplying resources.[24]

Moral development occurs through children observing the intrinsict effect of acts such as kicking someone leading to injury which they receive or witness. In addition, children can also learn by observing their own and other's reactions to specifict actions. It is thought to provide children with information about the nature and consequences of particular actions. Conflicts and struggles are also important espesially between peers to provide opportunities to discuss emotions and inner state that can influence to children's moral development.[25]Moral development in children is very important. Moral development is divided into three stages:

1. Preconventional for ages 2-8 years. At this stage the children do not show internalization of moral values. Moral reasoning is controlled by rewards or external rewards and punishments.

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[23]Enung Fatimah, *Psikologi Perkembangan; Perkembangan Peserta Didik* (Bandung: Pustaka Setia, 2006), 28.

[24]Doroty Rich, *Mega skill's Building our Children's Character and Achievement for School and Life* (Canada: Source Book, 2008), 1.

[25]Ruth Woods, *Children's Moral Lives: an Ethnographic and Pshycological Approach* (United State America: Wiley Blackwell, 2013), 8.

2. Conventional stage for ages 9-13 years. At this stage, children obey certain standard, but they do not obey the standards of others (external), such as the rule of the parents and societies.

3. Post conventional stage for age above 13 years. At this stage the children know the several of moral and then decide on a personal moral code.[26]

C. Story

Story is classified into old prose and modern prose. Old prose is dominated into oral form, and modern prose is formed into roman, novel, novellette, and short stories. In the way of literary communication, there are some defferences between written and oral story. In written story, an author does not need to communicate directly with the reader. Mean while in oral story, a narrator needs to get affections with listeners.[27]

The traditional form of story consists of an introduction of character and context, then the relevantion of problems that stir apprehension is increasingly complexifying, and ending in good or bad resolution of the problems. It is a chronology, as if going from "one upon a time" to and they lived happily ever afterwith an occasional flashback.[28]

Interesting story usually can invites the reader to always wants to know the next event, grow curiosity, and grow suspense in the story. Level suspense in every story is certainly different. But, when story cannot grow curiosity of the reader it is called the failure story to give mission in story.

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[26]Muhammad Fadillah and Lilif Mualifatu Khorida, *Pendidikan Karakter Anak Usia Dini* (Jogjakarta: Ar Ruzz Media, 2013), 69.
[27]Wahyudi Siswnto, *Pengantar Teori Sastra* (Malang: Aditya Media Publishing, 2013), 127.
[28] Robert E. Stake, *Qualitative Research* (New York: The Guilford Press, 2010), 174.

Through the story actually the author wants to give some information to the reader.[29]

In the Islamic concept, story is called as *qashas*, every story has meaning. In addition, *qashas* is also interpreted as affairs, news, case, and circumstances.[30]Therefore it can be understood that the story can be interpreted as a *qashas*. The story in the Qur'an has values or lessons to be adequate for education, especially child education. In education, the story can be used as media to build children character. characters in the story can show character of human in reality. Animals as characters in story are also important because they are so cute and make children interested to read story. Animals help us follow the story with a little bit of distance to it, they impart enough psychological distance to keep a frightening story from being truly terrifying. Sometimes we need the disguise or symbolism of animals to talk about what is important.[31]

There are two kinds of stories, modern and traditional stories. In this research, the researcher use traditional story fable. Here are some of the benefits of story for kids:

1. Teaching good moral values

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[29]Burhan Nurgiyantoro, *Teori Pengkajian Fiksi* (Yogyakarta: Gadjah Mada University Press, 2010), 91.
[30]Manna' Khalil Al Qattan, *Studi Ilmu Ilmu Qur'an* (Jakarta: Pustaka Lintera Antar Nusa, 1994), 435.
[31]Norma J. Livo, *Bringing out their Best: Values Education and Character Development through Traditional Tales* (A Division Of Greenwood Publishing Group, Inc, 2003), 6.

In choosing good fairy story content, it will be embedded value of good moral values. After the storytelling it should explain what a good storyteller is enviable in their daily live.

2. Developing a child's imagination.

Today rarely cassette tape or audio CD sounds fairy tales and stories that are sold in record stores and CD. Or now it may be none at all. Though the stories in the form of sound can make children imagine how the story and character.[32]

3. Adding children's insight

Children who are accustomed to hearing a fairy tale of storyteller usually the vocabulary, expressions, history, character of people, good nature, vices, storytelling techniques, and other will be increase.

4. Increasing the child's creativity

Children's creativity can develop in various fields if submitted fairytale is made well.

5. Making a good relation between children and parents

Question and answer make interaction between children and parents that will be indirectly strengthen their love.

6. Eliminating tension / stress

If children have a hobby listen to story, children will feel happy when they hear the story.

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[32] Rohinah M. Noor, *Pendidikan Karakter Berbasis Sastra* (Jogjakarta: Ar Ruzz Media, 2011), 51.

There are so many benefits of story, there is no harm if we set a little time to give a story to children to educate our children. Building character through story can be more effective because story is so close to their daily live.

D. Traditional story

Traditional story or story about tradition is different from both fiction and nonfiction. In that the importance of transmitting the story's world view is generally understood to transcend an immediate need to establish its categorization as imaginary or factual. In the academic circles of literature, religion, history, and anthropology, categories of traditional story are important terminology to identify and interpret stories more precisely. Some stories belong multiple categories and some stories do not fit into any category.[33]

Stories have been around since the beginning of time, passed down to us in oral and written form. There are five main types of stories: myths, sagas, fables, folk-tales, and fairy-tales.

1. Myth

Myths are legendary stories that ancient people created to explain the mysteries of life, death, the beginning of the world, and natural powers. They were not able to understand these mysteries, so they wove stories on

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[33]http://en.wikipedia.org/wiki/Traditional_story, accessed at 10th May, 2015

the basis of their imagination. Since myths are imaginary stories, they have imaginary characters in them like dragons, monsters, fairies, giants, and gods. All these characters had magical powers and were much more powerful than human beings. Different types of myths were woven about the same thing in different parts of the world. These very myths gave rise to different religions in various parts of the world.

2. Saga

The word "saga" was originally used for any story of heroic deeds of a medieval Norwegian hero. Gradually, it came to mean a long eventful narrative about a family, social group, or dynasty with several chapters, cantos or even volumes. A saga has several legends of heroes added to it. These heroes may be real or half-real and half-imaginary, but on the whole, the frame work of the main story is based on truth. An epic is a saga in poetry form, while a saga is in prose.

3. Folk-Tale

Folk-tales are light imaginary stories handed down orally from generation to generation. They are popular because they describe the hopes and fears of common people in a natural fanciful way. Since, human hopes and fears are the same everywhere, we can find similar folk-tales distantly apart countries. There may slight differences be in the versions of these similar folk-tales, but their theme is almost the same. Almost every social group has its own folk-lore traditions and beliefs. A social group's folk-tales are based on these traditions and beliefs, therefore, folk-tales are very

near to day-to-day life. The element of fancy and imagination gives them color and interest thus, making them very fascinating.[34]

4. Fairy-Tale

Fairy tales are like beautiful mirrors of water, so deep and crystal clear. We can sense the misterious experience of a thousand years.If you seek to trace thepath that a child's story has followed down through the years, if you go back over thecourse of time trying to find its source, you will often discover that though the storyseems new, it is veryancient indeed.[35]

5. Fable

Fables are stories about animals that posses human traits. Fable is a form of personification of human which delivers moral values and it teaches how human should be, besides show human characters in implicit way.[36]

A fable is a short tale which involves animals as essential characters in it and carries a moral for the readers. The animals are described to people or to one another wisely, foolishly, cunningly, and in ways human beings do. Aesop's Fables are a very good example. The lessons imparted by fables are very useful and practicable. They can impart guidance in most difficult situations and lead one out of them. Fables are a good source of wisdom, tact, and other noble means. Thus

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[34]http://www.zensufi.com/stories/types.html, accessed at 10[th]May, 2015

[35]Rosemary Lutz, Cinderella's Social Transformations, Thesis is not published, Florida: University South Of Florida, 1999.

[36]Cambridge advance learner's dictionary 3rd edition

they go a long way to put one onto the road to success and well-being if their morals are translated into daily life. Fables should not be read for amusement only, but for learning to be a successful person as well.

A fable is one of traditional story that shows animal as character in the story. That animal can think and interact like human community, also with problem of life like human. They can think, feel, speak, etc like human with human language. A fable is same with other story. A Fable comes as human personification, with the character and the problem. Therefore, human and everything human problem are showed by animal. The purpose of this story is to give moral messages.[37] All of animal characters just become media, personification to give moral message. The purpose of giving this moral message becomes focused story and caused of fable comes in the society. There are some fables that like among fables in the world. Such as, story of mouse deer running competition with snail is found in java, Malay, India, and Europe. I show that moral message in that story is important in every human culture everywhere.

Animal is species around of us, therefore they become familiar for us and children especially fame animal such as cat, chicken, rabbit, and dog. We usually see children talking with their pet, or doll like the animal can speak. Character in fable is impersonal and just introduced through its kind. Such as they are introduced by name of mouse deer, monkey, crocodile, tiger, elephant, or dog, but it is not clear which one mouse deer,

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[37] Diana Mitchell, *Children's Literature, an Invitation to the World* (Boston: Ablongman, 2003), 245.

cat, or dog because in the world there are many species of each kind of animal. Some species have character from human of life. Such as in the story of mouse deer has character as intelligent animal.

The fables have colored our attitudes toward moral and ethical problems. They are part of our everyday life and speech. Fables are brief narratives that take abstract ideas of good or bad, wise or foolish behavior andattempt to make them concrete and striking enough to be understood and remembered. The characters are usually beasts that behave like human bringing out their best beings and have one dominant trait. They remain coldly impersonal and engage in a single significant act that teaches a moral lesson. Fable praise are not the heroic virtues, but rather the pleasant virtues of discretion, prudence, moderation, and forethought. They are pieces of literature found in any culture story collection that the ordinary people can identify with. Fables slipped in among warmly appealing folktales and modern realistic stories provide abstractions to consider, and are pithy maxims passed down to us by our wise predecessors throughout the ages.[38] Fable is classified into classic fable and modern fable. Classic fable is exist since long time ago as example mouse deer and crocodile, mean while modern fable is exist at present such as Indonesian modern fables which correlate to social and reality.

From the definition above, it can be known that story espesially fable can build children's character because in the fable, animals have

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[38]Norma J. Livo, *Bringing out Their Best: Values Education and Character Development Through Traditional Tales* (A Division Of Greenwood Publishing Group, Inc, 2003), 7.

same character with human. There are protagonist and antagonist character that have different character. A fable gives some moral value to reader through the character in the fable.

E. Definition of Character

The life of human being begins when he was born in the world. Through his own mother that has struggled for nine months. During that time, human could not leave the term character. Human is processed to make and discover his own self character. Mother guides to recognize everyting around the environment. Human thought how he should interact with other people, his friends, and his community. It is obviously known that it is building a good character for his life.[39]The character concerns in a good value in action form, so that the bad people who have dishonest, stingy, greedy and another bad behavior said bad character and conversely.[40]

According to tadkirotun musfiroh, Character is the sequence of attitude, behavior, motivation, and skill. Character includes attitudes such as willing to do the best, intellectual capacity, like thinking critically and moral reason, willing be honest and responsible, ability to defend moral principle in any injustice situation, interpersonal and emotional profiency which enable to interact one another effectively in any condition, and commite to contribute commonly and society.[41]

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[39]Joel J Kupperman, *Character* (New York: Oxford University Press, 1991), 3.
[40]Zainal Aqib and Sujak, *Panduan dan Aplikasi Pendidikan Karakter* (Bandung: Yrama Widya, 2011), 3.
[41]Tadkirotun Musfiroh, *Pengembangan Karakter Anak Melalui Pendidikan Karakter Dalam Tinjauan Berbagai Aspek Character Building: Bagaimana Mendidik Anak Berkarakter?* (Yogyakarta: Tiara Wacana, 2008), 27.

A good character is virtue. Virtue is a tendency to do good action according to universal moral standpoint. For example, treating all of people fairly. It is as action that is performed by a person who has objective and good character.[42] Characters interpreted as a way of thinking and behaving that individual has to live and work, both within the family, community, nation and state.

Positive character is something that you can and should develop. There is a core group of character traits that every body of the human family needs to have. People are not always agree on which six or ten core traits these are. But most experts include traits like *love* or *caring, respect for life, honesty* or *trustworthiness, responsibility, justice,* and *fairness.* In the world, some people define character traits in terms of values and also include ideas like *freedom* and *unity.*

Developing positive character's trait is not something you do in a vacum or totally on your own. Your traits are linked to your conscience, moral convictions, beliefs, personal experiences, bringing up, rights, responsibilities to your culture, its laws and expectations, and to your relationships with yourself, others, and the world. Many of your traits will probably coincide with the beliefs and practices of other people that you admire and appreciate people that you see as role models. Developing positive character's traits means that

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[42]Saptono, *Dimensi Dimensi Pendidikan Karakter* (Jakarta: Erlangga Group, 2011), 20.

you respect yourself, others, and the world. You find value in your experiences so that life itself becomes your teacher.[43]

F. Character Building

Building child's character is crucil during the first few years of life. Since a child was born until about five years old, he grows and develops. If this period of life included support for growth in cognition, language, motor skill, adaptive skills, and social emotional functioning, the child will be successed in school and then contribute to society.

The building of characters can be done in any sphere, it provides that the application of character's meaning can be given properly to accordance with the goals of the nation. Character development synonymus or identical with education. Education is the process of forming the character development. Character development is the process of forming the character from the poor be better. Formation of character can be done by education because it consists of the social processes that lead generation to be good.[44]

From definitons above, we can know that character can be built to make a good character by education. Now, there are many educations that can built children's character. It can be called by character education. Many kinds of character education to build children's character.

Character education, the fastest growing reform in education today is encouraging society to examine the personal values, social interactions, and

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[43]Barbara A. Lewis, *What Do You Stand for? for Teens : a Guide to Buiding Character* (New York: Free Spirit, 2005), 1.
[44]Fatchul Mu'in, *Pendidikan Karakter: Konstruksi Teoritik Dan Praktik: Urgensi Pendidikan Progresif dan Revitalisasi Peran Guru dan Orang Tua* (Jogjakarta: Ar Ruzz Media, 2011), 161.

civic responsibilities that children and youth struggle during they study. Many people are interested in character education that can gather information from newsletters, curriculum guides, research articles, and websites. No matter which source is plumbed for information about this trend in education, a researcher is likely to find common themes throughout the literature, such as the influence of character education on present day social problems.[45]

Character education based on each child's character that strength profile may be more effective than a general program for all children and youth. Simply chanting slogans, putting up banners, or holding monthly school assemblies will not be as effective as creating an individualized program for each children that encourages him or her to behave in different ways. Positive role models are key for character development.[46]

Building character of nationality becomes responsibility all of component in this nation to build strong and unique character. Family is constructor that is the most significant in someone. We know about good and bad from family through everything that we often see, hear, talk or act in family that are showed especially by parents. Therefore, we know many characters in family. In Arabic idiom *"al ummu madrasatul 'ula"* mother is the first education place in human life. Mother as family symbol and house is

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[45]Erin B. O'Connell, Positive Behavior Support as Character Education: a Non-Experimental, Explanatory, Cross-Sectional Study (online) thesis is not published, seton: Seton Hall University, 2012. (http://scholarship.shu.edu/dissertations, accessed at 5th may, 2015.

[46]Nansoons Park, "Building Strengths of Character: Keys to Positive Youth Development", *Reclaiming Journal*, 2 (2009), vol. 18, 46.

history of building children's value and character.[47] Therefore, parents are very important in build children's character.

Character education has become a concern to many countries in order to prepare the next generation's quality, not only for the benefit of individual citizens, but also for the citizens as a whole. Character education can be defined as influence of all dimensions of school life to make optimal character development. We are deliberately influenced of all dimensions of the life in the school to assist the formation of character optimally. Character education requires special methods appropriate for the purpose of education can be achieved. Among the teaching methods appropriate is exemplary method, the method of habituation, and methods of praise and punishment. There are 18 kinds of characters, those are:

1. Religious

    Religious is attitude and behavior which are obedient to do religion that is followed, tolerance to other religion, and live peaceful with other religion. This character can be grown to children by giving any religion activities to children. Example, teaching children to shalat together, training children pray before eating, and growing tolerance to other religion.

2. Honest

    Honest is attitude that make someone can be trusted by other people in act, oral and job. Honest to children is abstract. It means that

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[47]Muwafik Saleh, *Membangun Karakter Dengan Hati Nurani: Pendidikan Karakter Untuk Generasi Bangsa* (Jakarta: Penerbit Erlangga, 2012), 10.

children do not understand well about honest. Therefore, this attitude just can be introduced and grown to children through the real act.

3. Tolerance

Tolerance is attitude and behavior which appreciate to different religion, ethnic, opinion, attitude, and behavior other people that are different. This attitude can be grown to children. Example, training children to love one another without see differences.

4. Discipline

Discipline is the act that shows order and obedient behavior to any roles and determinate. Discipline can be done and thaught to children in the school or home by making roles which must be obedient by every children. If there are children collide, they must receive consequence that was certainty.

5. Hard Work

Hard work is attitude that shows effort to solve any problem of study and job, and finish them well. A child who is familiar with hard work, he will solve any difficulties and problem to make him stand alone. People who always work hard, will not hang their life to other.

6. Creative

Creative is thinking and doing something to make new result. There are many ways that can we do to make children are creative like giving freedom to children express what they want. But, we must observe and guide them well. Teacher and parents can invite children

to make toys from trace materials such as trace bottle, cardboard box, and paper.

7. Self

Self is attitude and behavior that is not hang to others. Self for children is very important. Many people say that children are difficult to be self because parents often coddle their children and forbid to do anything. Therefore, we can build self character to children such as giving them chance to study alone, making a drink alone, etc.

8. Democratic

Democratic is how children study to appreciate and give same chance to other. Children are given a chance to give opinion although their opinion are still difficult to be understood.

9. Curiosity

Curiosity is attitude and behavior that always try to know more from what is studied, seen, and listened. One of base characters of children is having high curiosity. Children will always ask when they see something that is unique to them.

10. The spirit Nationality

The spirit nationality is how to thinkand act to importance of nation and country than the importance of self. Since was child

11. Love Homeland

Love homeland means that we love our nation, country, and everything about our homeland. Children can love homeland since

early by many ways such as give them knowledge about culture in that country.

12. Rewarding Achievement

Rewarding achievement means we are thankful and show it. we appreciate the good things we have. we appreciate what people do for us, and we let them know it.

13. Friendly / Communicative

What someone throws out eventually comes back to him. It is true that sometimes people want not answer kind words with kindness. But over the long run, if someone communicate kindness, he will attract kind words in return.[48]

14. Love Peace

Love peace means working to avoid violence and resolve conflicts. If you are a peaceful person you value peace. When conflicts arise between people, you try to solve them in ways that hurt no one.

15. Joy of Reading

Joy of reading means that reading book, novel, newspaper, and other resource happily. Children can enjoy reading when their parents often tell them a story or other books.

16. Environmental Care

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[48]Lewis, *What Do You Stand For.*, 50

When you have respect for the environment you honor nature. You are grateful for the earth and show it by treating it well. You do your part to keep the land, water, and air clean and protected.

17. Social Care

Social care means thinking of them as important people. When you respect others you accept them for who they are including their faults. You try to understand people's needs and you show them courtesy. You show concern for their thoughts, feelings, and beliefs. You do not have to agree with people to respect them.

18. Responsibility

Responsibility means knowing what is expected of you and doing it. When people are responsible, they work hard to do everything they are supposed to. Responsible people are trustworthy and reliable. Knowing others can depend on them makes them feel confident and positive about themselves.[49]

G. Prevous study

In this research, the writer would like to analyze the moral values in Indonesian Fables by using qualitative research. To convince the originality of the other researches which had close relationship would be presented by the researcher.

The first research was graduating paper entitled " An Analysis of Moral Values as Seen on Charles Dickens' Novel *Oliver Twist"* which was

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[49]Rohinah M Noor, *Pendidikan Karakter Berbasis Sastra.*(Jogjakarta: Ar Ruzz Media, 2011), 80.

written by Muntamah, a graduate student from english department of education faculty state institute for islamic studiies (STAIN) Salatiga. The result of her research is the researcher found literary elements such as character and characterization, plot, setting, style, point of view, theme. the writer discovers some moral values which are seen in the *Oliver Twist* novel, those are: Bravery, Humbleness, Honesty, Steadfastness, Sympathetic to others, Cooperativeness, Thankfulness, Kind-hearted, Trustworthiness, Sincerity, and Love and Affection. The researcher also found that the moral values in the *oliver twist* novel have implication in education. The students can learn and practice those moral values in their daily life. Therefore, by reading the novel they not only get the entertainment but also moral messages which are implied in the novel. Moreover, novel can be used as a media in education.

The second research was written by defitri kusuma wardani, a graduate student of guandarma university. The title of her reseach is "Moral Values as Reected in Children Short Stories". In her research, she found some moral values compassion, courage, dependability, friendship, integrity, kindness, loyalty, patience, respect, responsibility.