# CHAPTER 1

INTRODUCTION

This chapter displays the research background, problem identification, limitation of the study, research problem, research objectives, significances of the study, and definition of key term.

1.1 Research Background

It must be very good if everyone has a good character as a human being. For that matter, everyone needs to get character education both at home and at school to live with high ethical standards and not be affected by negative influences in the surrounding. According to Sobarna & Hakim (2017), character education really must be taught from an early age or a golden period for children in which the physical, mental and spiritual begin to form. According to Ministry of Education and Culture (2017), character is a trait of a person or group of people that refer to a series of attitudes, behaviors, motivations, and skills as a manifestation of values, abilities, moral capacities, and obstinacy in facing difficulties and challenges. Furthermore, Ministry of Education and Culture (2017) also defined character education as an educational movement to strengthen characters through the process of formation, transformation, transmission, and development of children's potential through harmonizing the hearts (ethics and spiritual), the feeling (esthetic), the thought (literacy and numeracy), and physical (kinesthetic) under the life philosophy of Pancasila. But several things can cause a decrease in the value of children's character such as misuse of technology, bad environment and lack of parental attention.
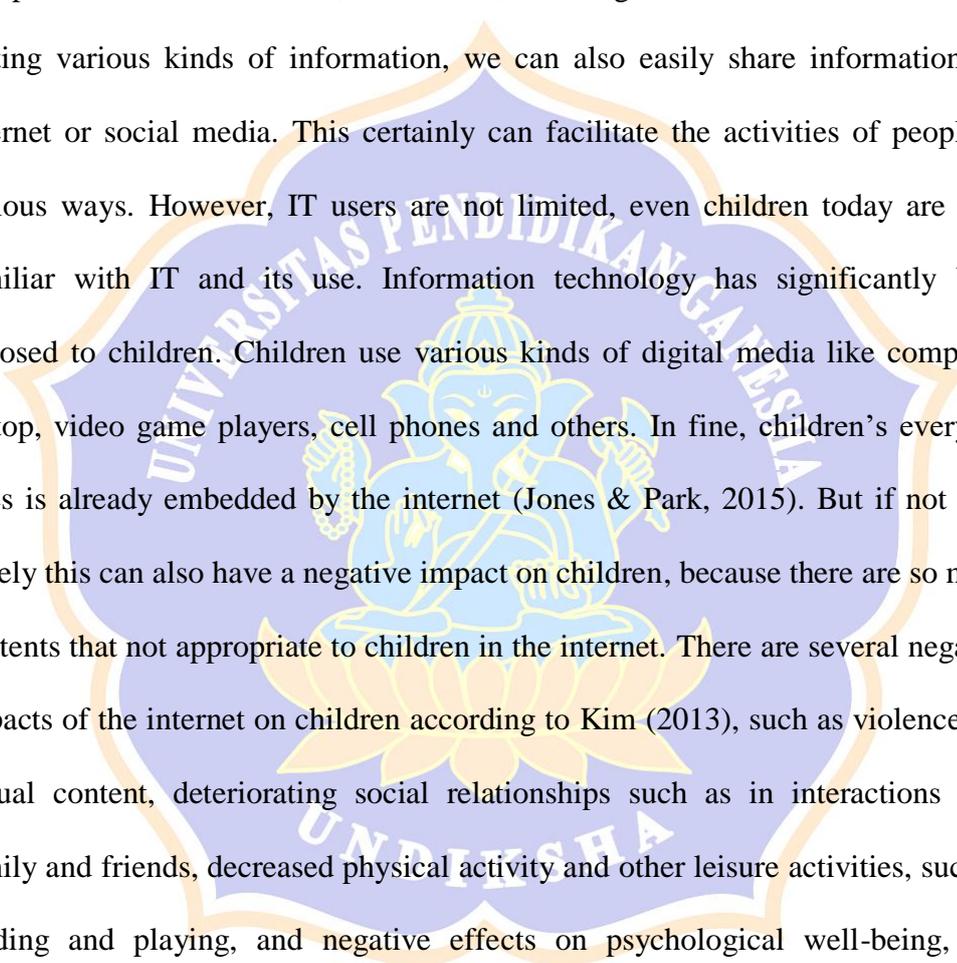
At this time human life has been facilitated by so many technological developments. Information technology is one that has a very advanced development. According to Maghrabi and Palvia (2012), the internet, world wide web, and any information and communication technologies which has spread widely were assimilated into users daily life through its facilities such as interpersonal communication, interaction, exchange and others. In addition to getting various kinds of information, we can also easily share information via internet or social media. This certainly can facilitate the activities of people in various ways. However, IT users are not limited, even children today are very familiar with IT and its use. Information technology has significantly been exposed to children. Children use various kinds of digital media like computer, laptop, video game players, cell phones and others. In fine, children's everyday lives is already embedded by the internet (Jones & Park, 2015). But if not used wisely this can also have a negative impact on children, because there are so many contents that not appropriate to children in the internet. There are several negative impacts of the internet on children according to Kim (2013), such as violence and sexual content, deteriorating social relationships such as in interactions with family and friends, decreased physical activity and other leisure activities, such as reading and playing, and negative effects on psychological well-being, like loneliness.

Children also like to pay attention and are easily attracted to things around them. These things can be in the form of behavior, ways of speaking, or other particular habits of people around him. That is why children environment is one of the things that will affect the growth of their attitudes, actions and thought

patterns. Arifin, Wahab, Teh, & Otman (2018) stated that an ideal individual can be produced in healthy environment while a less healthy environment will create problematic society. In accordance with that, (Žumarova, 2014) also said that the environment is a space that creates a suitable conditions for life that affect the society, locality, family, and every child in various ways, therefore the influence of the environment can be a good asset but can also be a barrier to individual behavior. In short, a bad environment will also have a negative effect on children.

Parents are also a key factor in the growth of children's character. For instance, education and guidance from parents since childhood will greatly affect the formation of children's character. As stated by (Eleanor, 2000), factors that influence children's psychological development are parenting and genetic effects. In addition, Žumarova (2014) also agreed that if parents are weak in parenting skills and family management then this tends to affect children's moral problems. Most parents are close to their children and accompany them physically, but many of them may not be able to do that emotionally. If parents do not pay attention to the behavior or environment of their children closely, children may be undermined by negative influences that may affect their character. So parents also have to provide guidance about which is good and which is bad for their children. Besides parents, schools also have an important role in directing children to do and think positively, so that children have good character education.

Good character cannot be formed easily and instantly, the formation of a person's character requires a process such as teaching, example and practice which is also called character education (Pala, 2011). So character education is a very important thing to be taught from an early age. Knowing about the importance of

character education in now days, KEMENDIKBUD or the Indonesian Ministry of Education and Culture contrive five core values to support strengthening character education *(Penguatan Pendidikan Karakter* or *PPK)* that especially proclaimed for children or school students. This movement is carried out to improve the character education for children or young people in formal education. Those core values divided into: religious, nationalist, self-reliance, *gotong royong* (mutual cooperation), and integrity (Ministry of Education and Culture, 2017). This movement is expected to be the basic to build character education values of Indonesian students.

Efforts in strengthening character education for children can be done through various means and media. According to Turan & Ulutas (2016) one of media that facilitate character education is children's books. This is because stories introduce the world of words to children and it creates a feeling of satisfaction and pleasure that comforts them, so children enjoy what they read or listen about and could become aware of several values through the implicit messages. (Cengiz & Duran, 2017) also stated that story books are very effective to help children obtain character values, thus children's story book increasingly play important role in early childhood. In accordance with that, Budiman & Listyarini (2017) stated that children's literatures is a work that has two important values, the first is aesthetic value according to the language and the second is according to the content, such as containing value which can give spiritual experience for children. So reading stories in the form of prose fiction can also have a positive influence to support children's character education. In other words, if children read a story containing a good contents and values in its characters,

they will automatically learn about good character and moral value. With advanced technology, prose fiction is also available and easy to find online via the internet. As stated by Setyowati & Sukmawan (2018) many fictions from various genres can be downloaded from the internet, ranging from novels, short stories, mini-fiction, and micro-fiction, both classic and modern. One type of process fiction that is easily found and has abundant positive values is a novel about children stories.

In a story, the presence of the characters will certainly affect the storyline. These characters are the ones who will convey the contents, themes, plots, messages and elements contained in the story. Besides that, Abbas (2018) stated that characters must change and develop naturally, i.e. they must have human strengths and weaknesses as well. Hence character is a very important thing in a novel, especially the major characters. They are the key to the depth of a novel. Moreover if the characters present real life in the novel, readers will get used to them and begin to be interested in getting to know them better. They will see the reflection of their own lives in it. So they began to love them. Because readers will pay a lot of attention to the major characters, writers tend to make characterizations that can be used as role models especially for children with positive images and are equipped with examples of good deeds. Characterization itself according to Chatman (1993) means the process of giving traits to a character.

Chronicles of Narnia: Prince Caspian is the second series of novel 'The Chronicles of Narnia' that written by Clive Staples Lewis. This book released in 1951, one year after the first book 'the Lion, the Witch and the Wardrobe'
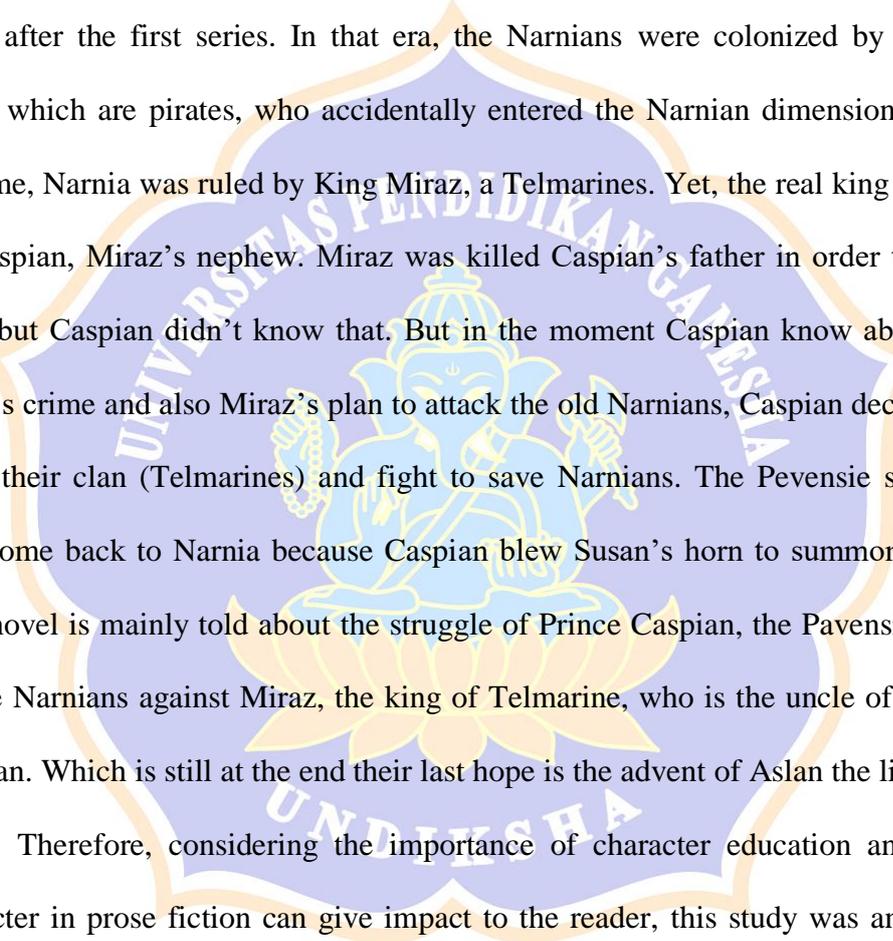
released. There are five other series of The Chronicles of Narnia. The story that presented in Prince Caspian is broadly the same as another Narnia book series. The storyline is still contained amazing episode that happened in Narnia land, still together with magic creatures in the form of talking animals or even half-human animals, and many magical events and adventure stories. In short, the story in Prince Caspian is about Narnians' condition long after its golden age or in the event after the first series. In that era, the Narnians were colonized by human races, which are pirates, who accidentally entered the Narnian dimension. So at the time, Narnia was ruled by King Miraz, a Telmarines. Yet, the real king should be Caspian, Miraz's nephew. Miraz was killed Caspian's father in order to be a king, but Caspian didn't know that. But in the moment Caspian know about his uncle's crime and also Miraz's plan to attack the old Narnians, Caspian decided to leave their clan (Telmarines) and fight to save Narnians. The Pevensie siblings also come back to Narnia because Caspian blew Susan's horn to summon them. This novel is mainly told about the struggle of Prince Caspian, the Pavensies and all the Narnians against Miraz, the king of Telmarine, who is the uncle of Prince Caspian. Which is still at the end their last hope is the advent of Aslan the lion.

Therefore, considering the importance of character education and how character in prose fiction can give impact to the reader, this study was analyzed the characterization of one character in a novel and how those characteristics represent the five core value in PPK. Evans (2017) defined a good children's literature is a literature that exclusively made about children or referred to children that involves ideas, relationships and language that are simple for children and can teach them a moral lesson. According to Anindyarini, Rokhman,

Mulyani, & Andayani (2017) the good character or protagonist is often described as a hero that in charge of deliver moral values into the readers' idealism. By considering some of these things, Prince Caspian's characterization in the novel entitled "The Chronicles of Narnia: Prince Caspian" by Clive Staples Lewis in to be analyzed. The novel is selected because this novel contain a simple ideas and language, an easy connection among the story lines that are simple enough to be understood by children and are also filled with moral message insertions. Caspian is chosen because his character gives so many good values, one of his great actions is how he left his own people to fight for the good. And there are many positive things can be learned from his characteristics although he was originally from the evil side.

In novel The Chronicles of Narnia: Prince Caspian, in addition to its simple language and abundant moral messages, The Chronicles of Narnia: Prince Caspian presents interesting conflicts and characters, especially for children who cannot refuse to like stories with fantasy genre. By analyzing the character value contained in the Caspian characters from the novel The Chronicles of Narnia: Prince Caspian, this research is expected to be able to provide exemplification to show that a novel can be a source or media which provide a strong character education. Therefore, this research is also expected to be useful for parents and teachers in teaching the values of character education to children and students in accordance with what was established by the Ministry of Education and Culture in 2017.

Similar researches have been conducted by several researchers. It was found that values in literary works have a good impact to evolve children's

character (Almerico, 2014; Turan & Ulutas, 2016; Widyahening & Wardhani, 2016). Furthermore many of researchers identified character education value of a character in the movies and storybooks especially novels such as; Simanjuntak, Siburian, & Saragi (2017) on novel "*Habibie dan Ainun*", Khoirina, Suyitno, & Winarni (2017) in novel "*Kalamata*", Oktaviantoro, Mardian, Fitri, & Sunarsih 2018) on novel "*Mimpi Sejuta Dolar*", and Muzaki (2016) on novel "Last Song". And the results of the previous researches were based on character education values in general and some are also based on the previous National Character Education Movement in 2010.

1.2   Problem Identification

It was necessarily important to build up character education since in early age. In fact, there are still many children in Indonesia who do not have strong character education yet. This deficiency can be caused by several things. Firstly, IT or information technological developments that are expected to simplify life also greatly affect character education of someone especially children. Children who have high curiosity can incidentally find many contents that doesn't appropriate with their age. Then once they found those negative contents, it can give big effect to their character. Secondly, social environment gives a very big influence to children character. Children quickly imitate or follow how other people around them behave. Therefore a good social environment is very important for children so their character can't be directed into an unfavorable direction by an unfavorable environment. The last is the lack of awareness from parents about the importance of character education. The lack of guidance regarding character education from parents can be caused by lack of time spent on

children, less of parent's attention to children, or parents who give too much freedom to all children's action. It makes children did not get enough moral education from their parents. Those are things that influence children character the most. But besides that character education also need to manage seriously in the formal education like school. Therefore, this research is expected to help parents or teachers in the selection of media for teaching character education to children in accordance with the movement of the Minister of Education and Culture.

1.3 Limitation of the Study

There are so many important characters in this novel. But in this study, the problem is limited on the character education that can be seen from Prince Caspian's characterizations as one of the major character of the novel "The Chronicles of Narnia: Prince Caspian". Intrinsic elements of the novel such as plot and setting were used to support the illustration of Prince Caspian's characterization.

1.4 Research Problem

Based on the background described above, there is a general problem in this study. The main problem that can be seen is the character education of Prince Caspian in novel Chronicles of Narnia: Prince Caspian. From this main problem, there are two specific problems as follows:

1.4.1 How is the characterization of Prince Caspian as a major character in novel "The Chronicles of Narnia: Prince Caspian"?

1.4.2 What are the five core values of character education that reflected in the characterization of Prince Caspian in novel "The Chronicles of Narnia: Prince Caspian"?

1.5 Research Objective

Based on the research problem above, there is one main general objective in this study. The main objective that can be seen is to identify the character education of Prince Caspian in novel Chronicles of Narnia: Prince Caspian. From this general objective, there are two specific objectives as follows:

1.5.1 To identify the characterization of Prince Caspian as a major character in novel "The Chronicles of Narnia: Prince Caspian"

1.5.2 To identify five core values of character education that reflected in the characterization of Prince Caspian in novel "The Chronicles of Narnia: Prince Caspian"

1.6 Significances of the Study

The significance of the study is to know and to define the contribution of this study. Significance of this study is divided into two groups, those are theoretical significance and practical significance.

1.6.1 Theoretical Significance

The result of this study is expected to give significant contribution to prose fiction especially novel analysis that emphasize on the character education included in a characteristics of the major character in a story, moreover about the characters in the children story.

1.6.2 Practical Significance

This study is expected to give significance to the lecturer, teacher, students, parents, children, and other researcher.

a) For the Lecturer or Teacher

The result of this study is expected to give significant contribution in academic field. Lecturer can be used this study as a reference in conducting a new research about character education. Teacher also can be used this study for develop ways to teach character education in the class. This study can be a reference to implemented novel or prose fiction in general in lesson plan in order to teach students about character education.

b) For the Students

For the students, reading this study may help them to gain new information. It can be the information about kind of characteristics in the novel, the core good characteristics according to the government, or theories about novel and character education values. Besides, students may get information about the importance of character education or other values that can be found in prose fiction and know the way how to do an analysis of prose fiction. So they can develop a better research in the future.

c) For the Children

Through this study, children can know the positive impact of reading novel or prose fiction especially in a form of children story. This study is expected to help children in develop their character education. Since this is an analysis of character education in children story, so children may learn

how to find a positive value in the character of story and used them as role model.

d) For the Parents

The result of this study is also expected to give contribution to the parents. Character education of children cannot only taught by the teacher at school. It is important to parents to know about the importance of character education for their children. This study can inspire parents to find media in order to develop children character education for example children story. Parents also can know how to classify the appropriate story for children and how to find the positive values in a character so it can be shared to the children.

e) For the Other Researcher

The result of this study is expected to give significance contribution to the other researcher. Other researcher may use this study as reference in make a new research that relatable with character education on the character in a novel. Other researcher also can find more other theories or references from those which are cited in this study. The other researcher also can figure how their research will be through read this study.

1.7 Definition of Key Term

In order to clarify the key terms that used in this study, some definitions are put as followed:

1.7.1 Conceptual Definition

The conceptual definitions of this study are:

1.7.1.1 Character

Ministry of Education and Culture (2017) defined character as a trait of a person or group of people that refer to a series of attitudes, behaviors, motivations, and skills as a manifestation of values, abilities, moral capacities, and obstinacy in facing difficulties and challenges. While in fiction, according to Kenney (1966) character in a story is artificial person to imply plot story which is expect to be natural or lifelike.

1.7.1.2 Characterization

Kenney (1966) mentioned characterization as a representation of a human personality that actualize the attitudes or obsessions in a character. Then according to Kenan (2005), in terms of literature characterization is character indicator that may or may not obviously appear in the text that can use to infer the traits of the characters in the story.

1.7.1.3 Character Education Value

Ministry of Education and Culture (2017) defined character education as an educational movement to strengthen characters through the process of formation, transformation, transmission, and development of children's potential through harmonizing the hearts (ethics and spiritual), the feeling (esthetic), the thought (literacy and numeracy), and physical (kinesthetic) under the life philosophy of Pancasila. Furthermore according to Baptiste (2009) character education value is an objectively good quality or virtue of someone that endures moral truth.

1.7.2 Operational Definition

The operational definitions in this study are:

1.7.2.1 Character

Characters are the roles created by the author as the person who lives the life in the story. Based on the dominance of the characters in the story, the types of characters can be divided into 2: the more character dominates the story then the character can be said to be a major character, but if the role of the characters in the story is less then they referred as a minor characters. Regarding the novel The Chronicles of Narnia: Prince Caspian, the major characters are Prince Caspian, Peter, Susan, Edmund, and Lucy because they are the most dominant characters in the story. Meanwhile, the other characters are included in the minor characters because they are having fewer roles in the story. In connection with this research, the character that has been observed deeply was Prince Caspian.

1.7.2.2 Characterization

Characterization is the way author reveal the characteristics of the character in a story. The characteristics of a character can be revealed through two ways; direct which is from the explanation of the author, other character, and the character itself and indirectly which is through the action, thought, speech or naming of the characters. With regard to this research, characterization is the trait that can be found in Caspian's character, namely; Curious, Thoughtful, Kind-hearted, Empathetic, Respectful, Caring, Friendly, Sincere, Willing to Sacrifice, Helpful, Courage, Hardworking, Fearful, Humble, Deliberative, Honest, Loyal, Pessimistic, Discipline.

1.7.2.3 Character Education Value

Character education value is a positive value that must be instilled in human characteristics from an early age. In Indonesia, character education is an

important value to be taught in school. Ministry of Education and Culture (2017) promote 5 character education value to apply in formal learning process at school namely; religious, nationalist, self-reliance, *gotong royong* (mutual cooperation), and integrity.

Each of these values contains several sub-values. Religious character sub-values included peace-loving, tolerant, respect religious differences, strong determination, confident, anti-bullying and anti-violence, friendly, sincere, not obtrude, and environmental care. Nationalist character sub-values included appreciative to the nation's culture, maintain the nation's cultural wealth, willing to sacrifice, superior and achievers, love of the homeland, taking care of the environment, law abiding, discipline, respect cultural diversity, ethnicity, and religion. The self-reliance or independent character sub-values included hardworking, tough, strive, professional, creative, courage, and intelligent. Mutual character sub-values included respectful, cooperative, commitment to joint decisions, deliberative, helpful, solidarity, empathetic, anti-discrimination, anti-violence, and volunteerism. And the last, sub-values of integrity character were included honest, loyal, moral commitment, anti-corruption, fair, responsible, diligent, and respect the dignity of individuals (especially persons with disabilities).