

CHAPTER I

INTRODUCTION

The chapter discusses about research background, problem identification, research scope, research questions, research objective, and significances of the study.

1.1. Research Background

Education has a very important role for everyone's success in life. Idris et al. (2012) state that education is seen as the base of the society that will bring economic wealth, political stability, and social prosperity. Rasyid (2007) says that education quality is a country's investment. As the future investment, education should be started since early stage as a systematic and development program. Further, it is stated by Nurpratiriningsih (2011) that education builds an intelligent and a high quality of human resource in which it becomes one of the most important factors of development. However, education is not only about transferring knowledge from one individual to the others, but education has bigger purposes to build a generation that has a good abilities and capabilities in the terms of cognitive, affective, and psychomotor aspect (Alfaiz, 2016). In conclusion education cannot be done by concerning on one aspect only. Rukiyati (2017) states that the purpose of education is prioritizing efforts to help, encourage, and facilitate students' growth as a whole human being, including the cognitive, emotional, social, ethical, creative and spiritual.

Indonesia itself has the education system in which general knowledge is not the only aspect that is emphasized in school. According to Undang-undang

No. 20 tahun 2003 about national education system, it is stated that national education has the purpose to develop learners' capabilities and build the nation's character as well as developing the potential of the learners to become human being who believe to the Almighty God, have faith, creative, independent, and become democratic and responsible citizens. Further, Indonesia has a general curriculum that is applied on every level of students, in which religion subject is inserted in the curriculum that make Indonesia different from secular and communist country (Rukiyati, 2013). Education system in Indonesia has the main purpose to create an individual with good character. An individual who tries to do good things towards the Almighty God, himself, the environment, nation and country and the international world (Kompasiana, 2017). In order to cover the importance of character education in Indonesia, Ministry of Education and Culture (2017) provides five main character education values as the base theory to teach character education. The character education program consist of five main character values, namely; religious, nationalism, independence, cooperative, and integrity. The purpose of this program is making character education as a national platform to equip students as the golden generation of 2045 with the soul of Pancasila and good character to face the dynamic of change in the future.

Indonesia government surely try their best to make a generation that is not only excel in the term of knowledge but also in the term of good character. However, in reality, character education in Indonesia still far from the word success. There are still many bad behaviors that is shown by the teenagers who are basically still underage, such as; smoking, drinking alcohol, skipping class,

fighting, free sex, joining motorcycle gang, undisciplined, and degradation of manners (Hartini, 2017). Wulandari & Hodriani (2019) state that nowadays many teenagers violate moral norms, doing criminal acts, using and selling drugs, practicing free sex, and even commit murder. Seeing those facts, it can be said that character education in Indonesia has not been implemented effectively. Given the necessity of preparing human resource which reflects the good character as it is stated by the Ministry of Education and Culture (2017), those deviant activities done by the teenagers need serious consideration. There are many aspects that are able to influence the success of implementing character education. Rukiyati (2017) states that the optimal result of character education can be achieved when some aspects such as education, material, method, and evaluation are highly considered in the implementation of character education. Various methods can be used to develop character education at school. One of them is through literary learning, which used as a character building for students (Yanti et al., 2019). There are so many literary works that can be easily found and can be used to teach character education to the students, and one of them is short story.

Short story is one of the literary works that one should be able to read it in one sitting (Poe, 1846). Short story normally consist of 1000 to 4000 words count that makes it possible to be read in one sitting. Short story is defined as written imaginary character and events that is short enough to be read from beginning to end without stopping. As one of the literature works, short story can be a big help to build the students' good character. Sari (2014) explains that short story play a very important role in developing the students' character

because in many short stories there are values that can be found by the reader. Further, Ariyani (2010) states that short story has certain message that is delivered by the author so that the reader will get the abstract experience from the story. By reading short story, readers will not only get a pleasure but they can take the messages as well. It inspires the reader to find the solution in facing problem in life and to make a change in the way of the readers' life without taking any risk, because readers just take a part in the action of the story by using their imagination.

Short story indeed contains many character education values. It is proven by several studies about the character education values which found in the short story. The first study by Yanti et al. (2019) about the analysis of character education values in short-stories collection book by Qurrota Aini. Based on the study, there were thirteen character values which found in collection of short stories, namely; religious, honest, disciplined, hard work, creative, independent, love for country, appreciative, friendly, peace-loving, love reading, social care, and responsible. The study also showed that the short stories collection were relevant to be used as media to teach character education for students. Another research about character education values was conducted by Sari (2014) about "*Nilai Moral Pada Cerpen HuJen Terakhir Majalah Bobo Sebagai Media Pembentukan Karakter*". The result of the study showed that there were eight character education values discovered in that story. Suhardi and Thahirah (2018) in "*Character Education Values in Waskat Short Story by Wisran Hadi*" found out there were nine character education values in the story,

namely; religious, honesty, disciplined, tolerance, independence, peace-loving, social care, communicative, and hardworking.

Mawadah & Hikmah (2012) state that short story is purposed to entertain, to provide information, and to educate by shaping the students' personality. Moreover, Mawadah & Hikmah (2012) explain that a good short story is the one that provide space for students to learn thoroughly about the life they live on. Endah (2012) states that short story should be solid and to the point. The short story must be brought in an interesting way to be able to attract the students' attention. Endah (2012) also explains that short story should have a strong impression, whether from the plot or the values, so the short story will stay in the readers' memory for a long time. Choosing a good short story that is purposed to teach character values for the students is not easy. After doing preliminary observation, the present research used 6 short stories written by the students of creative writing class from English Language Education, Undiksha. Based on the preliminary observation, it found out that the stories written by the students of creative writing class fulfilling the criteria of good short story, which the short stories have strong impression and are brought in an interesting way.

Choosing short stories written by the students of creative writing class also based on the consideration that creative writing class is proven as a place where the students are encourage to make their imagination become meaningful. Akhter (2017) explains that creative writing has a direct connection with students' imagination in which it helps the students to develop their interest and ideas spontaneously, directly, and individually. By creative writing, students can create their own literary work that is meaningful and valuable.

Additionally, Piscayanti et al. (2018) explains that creative writing is a creative thinking craft. Creative writing is an expressive work and intellectual activity in which creative writing activity is not just writing, but it leads to valuable and meaningful ideas. It leads the students to make their own short story that is based on their imagination and put it in some way that make it valuable. It is proven by the students of creative writing class in English Language Education. All of the students were able to make good and valuable short stories based on their own imagination. Based on the early observation, it found out that the students of creative writing class delivering their values of the stories in an interesting way, which it become the additional discussion in the present study.

The present study discussed about the analysis of character education values which found in the short stories written by the students of creative writing class. It analyzed the character education values found in the short stories that are useful to be used as an alternative media to develop students' good character. The way the students insert the character education values in their stories was also analyzed in the present study. The study was conducted by using 6 stories from 6 students of creative writing class in English Language Education, Undiksha. The short stories were retrieved from the students' online blog. Slightly different from the previous studies, this study was focused on analyzing the character education in the short stories written by the students of creative writing based on the five main character values which stated by the Ministry of Education and Culture (2017). Then, it also analyzed way the students of creative writing class insert the character values in their short stories.

Lastly, the presents study also analyzed six different short stories from creative writing class that none of the previous studies done it before.

1.2. Problem Identification

Character education is a very important aspect in education, especially in Indonesia. Even though the government had a program that was expected to develop students' good character, in reality there were still some deviant behaviors that was shown by some students. It showed that character education in Indonesia has not been implemented effectively. Seeing the development of today's technology and communication, there were several alternative ways that can be used to learn character education. One of the alternative ways is using literary work such a short story. However, not all of the short story can be relevant enough to be used to teach character education. The short story still need to be analyzed in order to check its worthiness. Consequently, this research was conducted to analyze the character education values in the short stories. Based on the preliminary observation, the short stories used in this research were 6 short stories written by the students of creative writing class. Considering the importance of the way values were brought in the short stories, the present study also analyzed the students' way in inserting character values in their stories. The revised theory of five main character values released by the Ministry of Education and Culture (2017) became the main theory to analyze the short stories, in which it was slightly different from the previous studies that didn't use this specific theory to analyze the short story. The present study also analyzed the way the values were brought in the stories, in which none of the previous research done it.

1.3. Research Scope

The current research was limited to analyze the character education values that are found in the short stories written by students of creative writing class. It analyzed the short stories based on the theory of five main character values by Ministry of Education and Culture. It was focused on the values of the short stories and whether it is relevant to be use as an alternative media to teach character education values. It also focused on the students' way in inserting values in their short stories.

1.4. Research Questions

Based on the background above, the research questions investigated in this study can be stated as follow:

1. What character education values can be found in the short stories written by students of creative writing class?
2. How do the students of creative writing class insert character education values in their stories?

1.5. Research Objectives

The general objective of the research was to analyze the character education values in the short stories written by the students of creative writing class. It was specifically analyze the character values of the short stories based on the five main character values that is stated by the Ministry of Education and Culture. It was also focused on the analysis of the way students of creative writing class insert the character education values in their short stories.

1.6. Research Significances

By doing this research, the researcher hopes that this research will be able to bring some benefits, especially in character education values and creative writing context. The result of this research is expected to be used theoretically and practically. The theoretical and practical significance can be seen as follows:

1.6.1 Theoretical Significance

Onder and Kanak (2017) state that stories are important materials used in education. The use of this materials can help students to have better understanding and internalize the moral and religious values. The result of this study is expected to give contribution to short stories analysis, especially short story analysis that is related to character education values that are useful to be used as alternative way to teach character values. The present study is expected to give a clear analysis of character education values in the short stories that can be used to teach character education values, as well as the clear analysis of students' way in delivering values in their short stories. Furthermore, the result of this study is expected to give teacher another perspective in the way of teaching character values at school as well as teaching English in more fun and enjoyable way through short stories.

1.6.2 Practical Significances

The present study is expected to be useful for several participants, as follows:

a. Teachers

This study is expected to be useful for teachers who want to teach character education values through short stories to their students. General Director of the Ministry of Education and Culture (2017) states that literature helps children in building their character and instill character education in school through literature. As the part of literature, short story can be used by the teacher at school. The result of this study is expected to give references for teachers to choose suitable and relevant short stories to teach character education values to the students. The result of the study also expected to give new information about creative writing that can be used to teach character values.

b. Students

The result of the present study is expected to be useful for students to learn character education through short stories. As the present study analyze the short stories based on the five main character values that is stated by the Ministry of Education and Culture, it is expected to be useful to improve the students' character, especially in Indonesia. The result also expected to give the students alternative way to learn English and character values in fun way through creative writing.

c. Parents

Parents have a very important role in their children education (Department of Education, 2005). Therefore, parents also can take a good use of this study in order to teach their children about character education.

The parents can use this study as a reference to teach about character values to their children in different and enjoyable way.

d. Researchers

The present study is expected to be useful for other researchers who want to conduct a study about character education. This research can be used as a reference and also can be used to learn thoroughly about character education and how to analyze it in the short stories. Additionally, this study also can be used by the other researchers as a source of the citation.

