Implementation of Character Education Values in Children’s Song Literature in Rokan Hulu, Riau Regency

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Abstract: The background of this research is the younger generation, especially students in this digital era, have been heavily influenced by foreign cultures so that the nation’s character has declined. This needs to get the attention of parents and educators in strengthening the character education values of students. These character education values can also be guided by the values contained in the oral literature of children’s songs. Character education values in children’s songs can be implemented in learning literature at school. This type of research is a literature review, namely the process of placing, obtaining, reading, and evaluating research literature related to the researcher’s interest. The benefit of this research is the implementation of character education values in oral literature of children’s songs. The result of this research is a literature study which obtained 10 articles according to the values of character education in accordance with a review of articles regarding the values of character education. Novelty in this study is the values of character education in children’s songs that are applied in learning literature in junior high schools (SMP).

Keywords: Character, Education, Implementation, Oral Literature, Values

A. Introduction

Oral literature is literature that includes community expressions that are carried out from generation to generation orally within a certain period of time and then becomes a characteristic of the area. A culture that is passed down from generation to generation or by word of mouth. Activities that are not known when and as a result of cultural diversity, ethnic pluralism, then in every region of course it has its own oral literature and is already one of the cultures. which needs to be cared for and maintained by the community for generations because it contains many good values instilled by past ancestors for their children and grandchildren which are able to influence human character to become good characters. Therefore, this oral literature must continue to be used in people’s lives, so that these values are maintained properly, not lost or extinct, an active role is needed from all parties involved in maintaining and preserving the culture of the area which is almost extinct, such as the community, educational institutions through formal and non-
formal schools, cultural experts and researchers from cultural and tourism agencies and so on.

Oral literature that contains these noble values needs to be developed and utilized in an effort to preserve and create literature because the times that are constantly developing have brought foreign culture, especially western culture, into remote parts of this country and are able to influence human character to become bad characters through various media. Social services that exist in various forms, are diverse in creativity and are also very close to the world of youth. Oral literature (oral literature) is part of the oral tradition (oral tradition) that emerges and develops in the midst of people’s lives, with language as the main medium, and in which there are messages, stories, or testimonies so that it is often also referred to as folk literature (Indiaart, 2017). Oral literature is a work that has been passed down from generation to generation (Nimbafu, 2022). This culture that enters without a filter has resulted in teenagers and even their parents starting to become disinterested in this oral literature and even tend to leave it, because it is considered old-fashioned and out of date, even though if it continues to be maintained and maintained, the presence of oral literature is able to become a filter-to-filter changes in character that are not good.

Efforts to preserve oral literature need to get the attention of the public and researchers because so far oral literature has only been stored in the memories of parents and elders who do not understand or do not want to exhibit this oral literature to the general public, more impressed if they are interested, please follow, if you don’t like, please leave. The thoughts of parents and elders who do not prioritize the interests of maintenance then create a situation where oral literature cannot be enjoyed by other people through different media. It can only be enjoyed if there is an event that makes the perpetrators of oral literature do it. Moreover, the perpetrators of oral literature have started to decrease due to their age which is getting old and then they are senile and have gradually passed away and have not had time to pass it on to their children and grandchildren, so all good values are only stored tightly in the oral literature itself.

The author’s reason for using the oral literature of children’s songs as a medium for the implementation of character education at the Junior High School level in Rokan Hulu is because the oral literature of children’s songs is a habit or culture that is still alive in the Rokan Hulu community, still familiar to the ears. children or teenagers and are still heard in large audiences, then in the oral literature of children’s songs there are many character education values that can form a good personality in children, moral messages as well as advice and advice are also packaged very nicely in beautiful stanzas in the lyrics of the child’s song. So, if the oral literature of children’s songs is used as a teaching medium that is implemented at the junior high
school level, which is thick with the characteristics of puberty, reactions and expressions are still very unstable so that they are prone to bad personalities, then there will be changes in behavior patterns in character, attitude, ethics, the child’s morals and manners.

If the children’s songs are not implemented in schools and are no longer sung in everyday life then all the good values, especially the character education values contained in them will be lost in society and forgotten. If this is allowed then the children’s songs will also become extinct. Therefore, this research is important as an effort to build character and document children’s songs in the Rokan Hulu Regency, Riau.

B. Methods

This research is a literature review type. Literature review is the process of locating, obtaining, reading, and evaluating research literature related to the researcher’s interest. Literature review is an important stage in the early stages of research because this process is carried out in almost all types of research, both in qualitative and quantitative paradigms. The benefits of our literature review include the following, (1) deepen knowledge about the field under study, (2) know the results of related research and those that have been carried out (related research), (3) know the development of knowledge in the field we choose (state-of-the-art research), (4) clarify the research problem (research problem), and (5) know the latest methods proposed by researchers to solve research problems (state-of-the-art methods). In this study, researchers analyzed the values of character education in oral literature of children’s songs and their implementation in teaching literature in junior high schools.

The criteria for the selected journals in this study are as follows, (1) discussing the values of character education, (2) relevant, (3) accredited, and (4) interesting. References from this research are primary articles of approximately 8 national journal articles with a period of the last 10 years and international journals with a period of the last 10 years which are of high quality, accredited and reputable. The following is the flow of review in the literature review which will be explained in the form of Figure 1 as follows.
From Figure 1 above, it can be seen that the 50 research journals found, both national and international journals, were filtered and selected to become 30 journals that met the criteria, while 20 journals that did not meet the criteria were not taken and not included as review material. Of the 30 journals that met these criteria, 10 journals were selected again that best matched the author criteria described above. The selected journals and literature reviews will be carried out, namely 8 national journals within the last 10 years publication period and 2 international journals within the last 10 years publication period.

C. Results and Discussion

Critical analysis of 10 journals, namely 8 national journals and 2 international journals, the results of the research that became samples in this literature review are written in table 1 and table 2, namely as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Researcher</th>
<th>Year</th>
<th>Title</th>
<th>Types of research</th>
<th>Data source</th>
<th>Data instruments</th>
<th>Data analysis</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Muh. Jaelani Al-Pansori and Herman Wijaya</td>
<td>2014</td>
<td>Character Education Values in Sasak Folktales (Pragmatic Approach)</td>
<td>Qualitative descriptive research with a pragmatic approach</td>
<td>Sasak Folklore</td>
<td>Interactive techniques include in-depth interviews with predetermined informants.</td>
<td>Data reduction, data presentation, and drawing conclusions/verification</td>
<td>Remembering the message or value of character education conveyed by the author has a role in shaping the character education value of the reader. There are 9 values of character education in oral literature and 4 implementations of character</td>
</tr>
<tr>
<td>2.</td>
<td>Lizawati and Indriyana Uli</td>
<td>2018</td>
<td>Implementation of character education values in</td>
<td>Qualitative descriptive method</td>
<td>Oral literature at IKIP PGRI Pontia</td>
<td>Interview techniques, documentatio and observation</td>
<td>Reduction, data display, dan conclusion drawing/verification</td>
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<td>4</td>
<td>Wiwin Indiarti</td>
<td>2017</td>
<td>Character Forming Values in the Folklore of the Origins of Watu Dodol</td>
<td>Qualitative descriptive method</td>
<td>Folklore about the Origins of Watu Dodol</td>
<td>Read the text of the folktale over and over again</td>
<td>Content analysis techniques</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Kurinano Rudolof Nimbu, Akhiruddin</td>
<td>2022</td>
<td>Character Analysis in Folklore of the Wanda Tribe in Teluk Wondama Regency</td>
<td>Qualitative method</td>
<td>Wanda Tribe Folklore men</td>
<td>direct observation, recording, interviews, and documentatio n.</td>
<td>based inductive the facts found in the field</td>
<td></td>
</tr>
</tbody>
</table>
| 6 | Sugeng Supriyono, Nugraheni Eko Wardani, and Kundharu Saddhono | 2018 | The Character Value of Responsibility in the Poems of Subagio Sastrowardoyo | Descriptive qualitative | Collection book and the verses of the Second Sympho ny by Subagio Sastrowardoyo | Library techniques, listen, and take notes. | Interactive technique with short tan stylistics. | education values in oral literature, namely, the value of honesty, the value of intelligence, the value of caring, and the value of toughness. Based on the results of the research there are eleven-character education values found in the Makassar kelong text, namely religious values, tolerance, honesty, democracy, hard work, discipline, creativity, responsibility, peace-loving, independent, and communicative. There are 10 character-forming values in the folklore of the Origin of Watu Dodol; namely religious, honest, hardworking, curious, national spirit, love of the motherland, appreciating achievement, friendly/communic ative, social care, and responsibility. In this study it is also known that CRSW is feasible to be recommended as teaching material in schools so that teachers can use it in reinforcement to shape the character of students. Based on the research results, it was found that the value of responsibility character education is implied in words, phrases, and sentences, including spiritual responsibility to
<table>
<thead>
<tr>
<th>Authors</th>
<th>Year</th>
<th>Title</th>
<th>Methodology</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Cintya Nurika Irma</td>
<td>2018</td>
<td>Values of Character Education in the Novel Ibuk by Iwan Setyawan</td>
<td>Descriptive qualitative</td>
<td>Novel Mother by Iwan Setiawan</td>
<td>Read and note method</td>
</tr>
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</table>

The results of the study show that there are 12 character education values in the novel Ibuk, including (1) simple life, (2) responsibility, (3) compassion, (4) devotion to parents, (5) religious, (6) caring, (7) appreciating achievement, (8) hard work, (9) love of the homeland, (10) honest, (11) empathy, and (12) likes to read.
Table 2. Critical Analysis of 2 International Journals

<table>
<thead>
<tr>
<th>No</th>
<th>Researcher</th>
<th>Year</th>
<th>Title</th>
<th>Types of research</th>
<th>Data source</th>
<th>Data instruments</th>
<th>Data analysis</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Farida Nugrahani</td>
<td>2017</td>
<td>Development of Film-Based Literature Teaching Materials that Support Character Education</td>
<td>Development Research</td>
<td>Film-Based Literature Teaching Materials</td>
<td>Preliminary assessment, design, realization (construction), validation and revision.</td>
<td>Model Plump</td>
<td>The results of the study show that (1) film-based literary teaching materials can be arranged in the form of learning tools including student books and teacher books according to the 2013 Curriculum; (2) the literature teaching materials prepared are valid, practical, and effective for use in increasing the motivation and results of studying literature for senior high school students; (3) the character values contained in the developed teaching materials are trustworthiness, caring, and citizenship.</td>
</tr>
<tr>
<td>2</td>
<td>Nita Novianti</td>
<td>2017</td>
<td>Teaching Character Education to Students Using Bildungs romans</td>
<td>Descriptive qualitative</td>
<td>educational Romans</td>
<td>Watch and note technique</td>
<td>Reduction, serving, drawing to a conclusion And</td>
<td>Most students have succeeded in identifying the virtues in the novel and can relate it to the characters and events. However, only a few students were able to show their involvement and insight into the virtues contained in the novel. So it can be concluded that Bildungs romances like Jane Eyre can help teach character education. However, character education must be integrated with all subjects</td>
</tr>
</tbody>
</table>
All the journals that were the samples of this study varied. There are 10 journals described in table 1 and table 2 which have different types of research and data sources. 8 national journals use qualitative research, and 1 international journal uses qualitative research, and 1 international journal uses development research. The data collection techniques used in the 10 samples included observation, interviews and documentation, text analysis techniques, note-taking, library techniques, observe and note, and observe and note methods. The data sources also varied, namely Sasak folklore, oral literature at the IKIP at PGRI Pontianak, oral literary texts at Kelong Makassar, folklore about the origins of Watu Dodol, folklore from the Wandamen tribe, a book of two symphony poems by Subagio Sastro Wardoyo, the novel Ibuk by Iwan Setiawan, Legend of the Dragon River, film-based literature teaching materials, and Romans Buldings. The year of publication of the journal is a journal with a period of 10 years for 8 national journals and 2 international journals. Starting from 2014 - 2022. The variables studied are the same as the value of character education.

In the first national journal with the title “Character Education Values in Sasak Folklore (Pragmatic Approach)” (Al-Pansori & Wijaya, 2014), the research results are that remembering the message or value of character education conveyed by the author has a role in shaping values. reader character education. The first journal has educational values and Sasak folklore variables. The type and research design in this journal is descriptive qualitative with a pragmatic approach. Data analysis namely data reduction, data presentation, and drawing conclusions/verification. The first relationship between the journal and the title of this research is the existence of character education values that play a role in shaping the character of readers and students.

In the 2nd national journal with the title “Implementation of Character Education Values in Oral Literature at IKIP PGRI Pontianak” (Lizawati & Uli, 2018). The results of the research in the second journal are that there are 9 values of character education in oral literature and 4 implementations of character education values in oral literature, namely, the value of honesty, the value of intelligence, the value of caring, and the value of resilience. In a journal that has a variable value of character education and oral literature at the IKIP PGRI Pontianak. The type and research design in this study used a qualitative descriptive method. Techniques and data collection instruments interview techniques, documentation, and observation. Data analysis in this study is data reduction, data presentation, and drawing conclusions/verification. The relationship between the second journal and this research is the existence of character education values in oral literature that can be implemented to strengthen the character of students.

In the 3rd national journal with the title “The Value of Character Education in the Oral Literary Texts of Kelong Makassar” (Nursalam et al. 2019). The results of the
research in the third journal are that there are eleven-character education values found in the Makassar kelong text, namely (1) religious values, (2) tolerance, (3) honesty, (4) democracy, (5) hard work, (6) discipline, (7) creative, (8) responsibility, (9) love peace, (10) independent, and (11) communicative. In journals that have variable values of character education and oral literary texts of Kelong Makasar. The type and research design in this study used a qualitative descriptive method. Data collection techniques and instruments are text analysis techniques. Data analysis in this study is data reduction, data presentation, and drawing conclusions/verification. The relationship between the third journal and this research is the existence of character education values in oral literature that can be used as a guide in life.

In the 4th national journal with the title “Character Forming Values in the Folklore of the Origins of Watu Dodol” (Indiaarti, 2017). The results of the research in the 4th journal are that there are 10 character-forming values in the folklore of the origins of Watu Dodol, namely: religious, honest, hard work, curious, national spirit, love of the motherland, respect for achievement, friendly/communicative, social care, and responsibility. In the 4th journal, it has a variable value of character education and folklore from the origins of Watu Dodol. The type and research design in this study used a qualitative descriptive method. Data collection techniques and instruments are reading folklore texts repeatedly. Data analysis in this research is content analysis technique. The relationship between the 4th journal and this research is the existence of character education values in literature which can form the character of students.

In the 5th national journal with the title “Character Analysis in the Folklore of the Wandamen Tribe in the Regency of Teluk Wondama Regency (Pragmatic Approach)” (Nimbafu, 2022). The results of the research in the fifth journal are that the Folklore of the Wandamen Tribe deserves to be recommended as teaching material in schools so that teachers can use it in reinforcement to shape the character of students. In the 5th journal it has variable characters and folklore. Type and research design in this study using qualitative methods. Data collection techniques and instruments are direct observation, recording, interviews, recording, and documentation. Data analysis in this study is inductive based on facts found in the field. The relationship between this 5th journal and this research is that there are character values that are used as teaching materials in shaping the character of students.

In the 6th national journal with the title “Responsibility Character Values in Subagjo Sastrowardoyo’s Poems” (Supriyono et al. 2018). The results of the research in the 6th journal, based on the results of the research, found the educational value of the character of responsibility implied in words, phrases, and sentences including
spiritual responsibility to God, social responsibility to fellow human beings, and personal responsibility to oneself. In the 6th journal there is a variable value of the character of responsibility and Subagio Sastrodiroyo’s poems. The type and research design in this study used a descriptive qualitative method. Data collection techniques and instruments are library techniques, observe, and record. Data analysis in this study is an interactive technique with a stylistic approach. The relationship between this 6th journal and this research is that there is a value of responsible character education that can be implemented in shaping the character of students. Character education is a very essential need in the era of technology and information which has penetrated cultural boundaries between nations.

In the 7th national journal with the title “Values of Character Education in the Novel Ibuk by Iwan Setyawan” (Irma, 2018). The results of the research in the 7th journal, based on the results, show that there are 12nd character education values in the Ibuk novel including: (1) simple life, (2) responsibility, (3) affection, (4) devotion to parents, (5) religious, (6) caring, (7) appreciating achievement, (8) hard work, (9) love of the homeland, (10) honest, (11) empathy, and (12) likes to read. In the 7th journal, it has variable values of character education and the novel Ibuk Karya Iwan Setiawan. The type and research design in this study used a descriptive qualitative method. Data collection techniques and instruments are reading and note-taking methods. Data analysis in this research is descriptive qualitative. The relationship between this 7th journal and this research is the values of character education in literature that can be implemented in life.

In the 8th national journal with the title “History, Elements, Culture, and Character Education Values in the Legend of the Dragon River” (Suwarno et al. 2018) The research results in the 8th journal are based on the results shows that the name Sungai Naga was taken based on the history of the Gerdu figure who dispelled the lunge of the Dragon Snake that crossed the river. Three elements of culture were found, namely knowledge systems, systems of living equipment and technology, and religious systems. There are three values of character education, namely hard work character values, religious character values, and environmental care character values. The 8th journal has historical variables, elements, culture, character education values and the legend of the Dragon River. The type and research design in this study used a descriptive qualitative method. Data collection techniques and instruments are interviews, documentation, and observation. Data analysis in this study is the inductive model qualitative analysis. The relationship between this 8th journal and this research is the existence of character education values in literary works which can also be implemented in life.

In the 1st international journal with the title “Development of Film-Based Literature Teaching Materials that Support Character Education (Nugrahani, 2017). The results
of the research in the 1st journal, namely research, show that (1) literary teaching materials based on film media can be arranged in the form of learning tools including student books and teacher books according to the 2013 curriculum, (2) literary teaching materials are compiled to be valid, practical, and effective for use in increasing the motivation and results of studying literature in high school students; (3) the character values contained in the developed teaching materials are self-confidence, caring, and nationality. In the 1st journal, it has a variable teaching material based on Film and Character Education. Types and research designs in development research. Data collection techniques and instruments are initial assessment, design, realization (construction), validation and revision. Data analysis in this study is the Plomp model. The relationship between this 8th journal and this research is that there are character education values in films and children’s songs that can be used as teaching materials to support character education.

In the 2nd international journal with the title “Teaching Character Education to Students Using Bildungs Romans”. (Novianti, 2017). The results of the research in the 2nd journal, namely research, show that most students have succeeded in identifying the virtues in the novel and can relate it to the characters and events. However, only a few students were able to show their involvement and insight into the virtues contained in the novel. So, it can be concluded that Bildungsroman’s like Jane Eyre can help teach character education. The second journal has character education and bildungsroman’s variables. The type and research design in this research is descriptive qualitative research. Data collection techniques and instruments are observing and taking notes. Data analysis in this study is reduction, presentation, drawing conclusions. The relationship between this 2nd journal and this research is that there are character education values in literary works that can be implemented to shape the character of students.

D. Conclusions

From the several journals that have been reviewed in the discussion above, it can be concluded that there are 8 national journals and 2 international journals which discuss the existence of character education values that can be implemented in learning. The values of character education are found in various literary works such as folk stories, films, novels, and children’s songs. The values of this character education namely “Cinta Tanah Air”, positive thinking, honest, sincere, polite, discipline, integrity, smart, clean, compassion, mutual cooperation, thrifty, caring, responsibility, hard work, and humble. These character education values can shape the character of students in their lives.
E. Acknowledgement

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References


