

## EDUCATIONAL VALUES IN CHILDREN LITETARY WORKS BY MURTI BUNANTA

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### Abstract

This study aims to see the value of any character education found in children's literature entitled "The Youngest Frog", "Si Molek", "Masarasenani and Sun", and "Tiny Boy" by Murti Bunanta. Children's literature is a literary work written by adults and intended for children. This study used descriptive qualitative intends to understand the phenomenon of what is experienced by the subject of research. This study revealed that the use of dominant character education values can be seen in the value of love peace, hard work, communicative, creative, and curiosity with the amount of data 4 or 13 percentage. Values of character education are manifested in the democratic and religious values.

**Keywords:** Children's literature, Murti Bunanta, Character education value.

[DOI:10.30957/ijotfl.i2n3.389](https://doi.org/10.30957/ijotfl.i2n3.389).

## 1. INTRODUCTION

Education is an important thing in the progress of a nation, even become the most important role in the progress of human life. The state of a nation is certainly influenced by the education received early on. One of the values of education that needs to be invested early is the value of character education.

Character education is a system of inculcating character values to the citizens of the school including the components of knowledge, patience or ability, and actions to implement those values (Aqib and Sujak, 2012:3). Characters are developed through the stages of knowledge, practice, and habits. Character education is a planned effort in developing character, character or personality embedded in the soul of someone who is based on thoughts, attitudes, actions, and deeds. Character education is an education that develops the cultural values and character of the nation in the students themselves, so that they have and apply these values in their life as members of society and citizens who are relegius, productive and creative (Sulistyowati, 2013:22). The value of character education can be conveyed through literary works.

Literary work is the result of a human creation that expresses the thoughts, ideas, understanding, and responses of the creator's feelings about the nature of life by using imaginative and emotional language (Nurgiyantoro, 2007:2). Literary works is one form of art by using language media. Literary works are created through deep reflection in order to be enjoyed, understood, and inspired by society. The birth of literary works derived from the facts of life that exist in society which is then processed and combined with the imagination of the author so that it becomes a work that has a beauty. Children's literature is one of the genres in literary works.

Hunt (in Nurgiyantoro, 2007:26) defines children's literature by departing from the needs of the child. He argues that children's literature can be defined as a reading book read by a child, which is especially suitable for, and which also particularly satisfies a group of members who are now called children. Thus, children's literature is reading books deliberately written to consume to children, books whose content is in accordance with the interests and the world of the child, according to the level of emotional and intellectual development of the child, and books that can therefore satisfy the child. Murti Bunanta is a child literature writer.

Murti Bunanta is the first Doctor of the University of Indonesia to examine children's literature as a dissertation topic. Research on children's literature has been pioneered since taking Bachelor of Letters and Master's Degree, also at the University of Indonesia. In addition to writing two books on Children's Literature in 1997 and 2004, Murti Bunanta also wrote a book for children. His first book was titled *The Youngest Frog* (1998). Then she wrote twenty-four (24) books on children's literature with her last book *Tiny Boy* (2012), all of which are arranged in the anthology of the *Folklore Children Series*.

This study researchers raised four (4) books written by Murti Bunanta. The first book of *The Youngest Frog* (1998). This folklore comes from the Kei archipelago located in Southeast Maluku a literary book of children (bilingual: Indonesian and English). This book gets international prizes from Poland, The Janusz Korzcak International Literary Prize. The second book of *Molec* (2001) is a fairy tale coming from Riau. The third books of *Masarasenani and Sun* (2006) folklore originates from Papua, published also by Korean publishers: *The Choice Maker*, and the fourth is *Tiny Boy books* (2013) the story from South Sulawesi, awarded in USBBY Outstanding International Books (OIB) List 2014 in America. The reason the researchers raised these four books is to look at the writing style of a Murti Bunanta, the similarities and differences in each child story, and represent 24 titles of books incorporated in the *Folklor Series Folklor anthology*.

There have been several previous studies related to children's literature, including Sugiarti's (2013) study entitled "Child Literature Review" Little Got The Evergreen "Nisrina Hanifah's Work in a Character Education Perspective" on describing the aspect of the literature of children reflected through the structure sentences, language styles, storylines, characters, and themes. The findings of this research reveal the linguistic and literary aspects of children's literature in the perspective of character education is the literature of children as a medium of character education transformation because in it

presents the values that should be imitated children. In addition, the story is presented with a communicative language with the power of the author to declare the child's world psychologically.

Meanwhile, Almerico's (2014) study entitled "Character through Literacy with Children's Literature" on character education is described as a special curriculum developed to teach children about the qualities and traits of good character. In this study, the authors defined the characteristics of an effective character development program for K-6 levels built around children's literature. Research focuses on how literature can be brought into the curriculum in helping to develop character in substantial meaningful ways.

Sugiarti and Almerico research has similarities with this research that is in the field under study. Sugiarti's research focuses on the aspect of the literature of children which is reflected through sentence structure, language style, storyline, character, and theme. While Almerico focuses on a special curriculum developed in teaching children about the qualities and traits of good character. While this research focuses on the values of character education obtained through the literary work of children.

## 2. REVIEW OF LITERATURE

Theoretically, children's literature is a literature that children read "with the guidance and direction of adult members of a society, while writing is also done by adults" (Davis 1967 in Sarumpaet 1976:23). Thus, literally children's literature is the best literature that they read with the characteristics of different kinds, themes, and formats. Thus, children's literature is reading books deliberately written to be consumed to the child, books whose content is in accordance with the interests and the world of the child, according to the level of emotional and intellectual development of the child, and books that can therefore satisfy the child

In a wide range we recognize children's literary works specifically for children of early ages, such as toy-shaped books, baby books, introducing alphabet books, numerical and calculating books, books on concepts and other books that talk about children's experiences that age. Judging from the theme, children's literary works are also very diverse. Actually the theme related to the life of a child, is in the literary work of children: from birth to death and various questions between them, whether it is in general or special sense, brothers fights or divorce dad's beloved mother and of course happy sad happy grief tie it up.

According to Sarumpaet (2010:3) understanding children's literature is not as simple as formulating theoretically and practically, precisely because of the belief in the importance of literary engagement with its readers, so in my opinion, to really understand children's literature we have to know what and who is the child. Little do we know that a child is a person who needs all the facilities, attention, encouragement, and strength to enable him to grow healthy to become independent and mature. Therefore, in thinking about children, life, reading, and the various issues associated with it, we need to consciously put it all in the cultural context of children. This means that in

understanding, reading, assessing children, we should not use our own cultural context. One of the facilities to support children is children's stories or children's literature.

### 3. METHOD

The type of this research is descriptive qualitative which intends to understand the phenomenon about what is experienced by the research subject. Sources of data and research data of this research is "The Youngest Frog", "Si Molek", "Masarasenani and Sun", and "Tiny Boy" by Murti Bunanta. The techniques of data analysis in this study are interactive analysis that aims to simplify the data into a more readable form. Data analysis process starts with examining all available data from various sources. The analysis in qualitative research consists of three components: data reduction, data presentation, and conclusion. This stage begins with the reading and classifying of Murti Bunanta's description of the children's literature, among the characters, the theme, and the title, as well as data on character education value. In this phase, all the data collected were identified and classified. The process of verifying data is done after the data collection, attempting to draw conclusions and verification based on all the matters contained in the reduction and data offerings. Conclusion formulates what has been obtained from the reduction or data collection activities.

### 4. FINDINGS AND DISCUSSION

#### 4.1. Figure, Background and Theme in Children's Literature by Murti Bunanta

Based on the preliminary that has been defined above, the four books analyzed this time show some interesting things as follows.

##### 4.1.1 *The Youngest frog (1998)*

The Youngest Frog (1998) folklore originated from the Kei archipelago located in Southeastern Maluku is a literary story of a child (bilingual - Indonesian and English) written by Murti Bunanta, this book received an international prize from Poland, The Janusz Korzszak International Literary Prize. The title of this book has explained the story in it. About The Youngest Frog who is the youngest of seven brothers who have the nature of forgiveness, and independent. It is seen how The Youngest Frog forgave the mother who mocked her and her brothers who had left and insulted her. The nature of the mandiri makes the Youngest Frogs can survive when living alone in an island. He chose to set up a cottage and farm in accordance with the abilities or knowledge possessed while still at home. The Youngest Frog is also included in the communicative because it is able to dialogue with mothers, brothers, kings, daughters, and giants to solve existing problems and create something useful for the surrounding. Similar stories come from other areas such as Joko Kendil from Java and Tjereta Barakai from the island of Madura.

##### 4.1.2 *The Molek (2001)*

The Molek (2001) tale comes from Riau, Indonesia. This book tells the story of a couple who has seven daughters has a beautiful face, but the most beautiful is the

youngest who was named Si Molek. The Molek married a fish Jerawan who is a mighty young man named Tanara. This makes the brothers of the Molek become jealous and envious. This resulted in the brothers Si Molek wanted to harm him but was rescued by her husband Tanara. The Molek also forgave his brothers and they eventually live happily all. Similarities of stories from other areas such as Lutung Kasarung from West Java and Tattadu from South Sulawesi.

#### 4.1.3 *Masarasenani and Sun* (2001)

The story "Masarasenani and Sun" (2001) this folklore comes from papua. This book tells about a couple who has two daughters who daily sago tobacco for the necessities of life. They suffer from famine because the sun does not justly divide day and night, so Maserasenani wants to ensnare the sun. His efforts also work and the sun improves his nature by listening to the story of Maserasenani.

#### 4.1.4 *The story "Little"* (2001)

The story "Little" (2001) is from South Sulawesi, awarded in the 2014 Outstanding International Books (OIB) List in America. Telling about a husband and wife who has seven sons. One day they get a disaster and fall into poverty. To save lives, they throw four (4) oldest children into the forest, one of the eldest (Little). Got the name Little because of the smallest physical condition of all his brothers. They survive in the jungle and defeat a giant human eater and bring back the property to his family. This can happen because of the creative, communicative and hard work of Little. Other similar stories found in other areas are Senggutru from Java and Putri Bunga Melur from North Sumatra.

### 4. 2. **The Value of Character Education in Child Literature by Murti Bunanta**

The values of character education contained in children's literature The Youngest Frog, Si Molek, Masarasenani and Matahari, and Little Murti Bunanta based on the results of analyzes that have been conducted by researchers, among others, the value of peace love, democratic value, honest value, the value of work hard, communicative value, creative value, independent value, social caring value, curiosity value, religious value, and responsibility value. The values of character education are analyzed by using diction which is the choice of words used by the author to convey his thoughts.

Religious Values, relating to obedience and obedience of man in carrying out his religious teachings. Honest value is an attitude based on a fact or reality, without covering up everything that is good or bad. The value of hard work is an action or behavior that is always really in achieving a goal. Creative value is an action that produces something new both ways and results based on a new thought. The value of curiosity is the attitude or action that triggers a person to know more about what is being heard, seen and learned.

The value of peace love is the attitude, actions, and words that do not cause enmity with others, and make people comfortable for the presence of someone. The

value of social care is a form of caring for someone who needs help. The value of responsibility is the attitude and behavior that balances between rights and duties and is willing to accept any consequences for what is done either good or bad. Democratic value is the kind of character one has in relation to how to behave and act on a problem. Communicative value is a condition where interconnectedness, attitudes and actions encourage itself to create something useful for the surrounding, then recognize, and appreciate the success of others. Mandiri is an attitude and action that is not easy to depend on other individuals in solving obligations, problems, jobs, and tasks. Here are some excerpts of the values of character education in child literature by Murti Bunanta.

*“Kalian lihat sendiri, inilah si Molek, isteriku yang telah dicelakai orang. Aku telah mengetahui siapa yang melakukan perbuatan laknat tersebut. Aku **tidak berniat membalas kejahatannya. Semoga saja mereka menyesali perbuatannya.**”* (Bunanta, 2012:43b)

For example, the value of peace love is found in Murti Bunanta's “Si Molek” story. In the above quote Molek was hurt by his sisters and was accidentally rescued by her own husband, Tanura. Tanura told the story to the sisters Si Molek and said they would not demand a reply. From the quote can be seen the value of the peace love that Tanara and Molek have owned because they do not respond to the actions performed by their sisters. The value of peace love must be instilled in children early on as they avoid the hostility and provide a sense of comfort.

*“Maaf matahari, aku terpaksa menjeratmu karena aku bersama keluargaku dan orang-orang desa lainnya sering menderita kelaparan. Sebelum kami cukup mengumpulkan sagu dan bahan makanan lainnya, kau telah tenggelam sehingga hari menjadi gelap. Oleh karena itu, kami tidak dapat lagi menokok sagu.”* (Bunanta, 2011:29c)

The honest value quotation is contained in the story of “Masarasenani and Sun” by Murti Bunanta. Honesty is done by Masarasenani because it has ensnared the Sun. This is done because families and people who live in hungry villages. Masarasenani's honesty towards the Sun is also based on Masarasenani's sense of belonging if the Sun is not released from its snares. The value of honesty becomes an important thing that is instilled early on in children.

*“Untuk memenuhi kebutuhan sekeluarga, anak-anaknya **setiap hari membantu mencari kayu bakar untuk dijual dan mengumpulkan buah-buahan di hutan untuk dimakan.**”* (Bunanta, 2010: 1d)

The quote of hard work is in Murti Bunanta's “Tiny Boy” Story. Hard work is done by the Little family to meet daily needs. Starting from finding firewood for sale

and collecting fruits in the forest to eat. Hard work must be instilled in the child so that they are not easy to give up and strong in achieving their goals.

*“Mendengar cerita dan keluhan Masarasenani, matahari berjanji akan merubah sifatnya. Ia akan berusaha untuk adil dalam membagi waktu agar orang sempat mengumpulkan bahan makanan sehingga tidak terjadi kelaparan.”* (Bunanta, 2011: 31c)

In the excerpt of Murar Bunanta's “Masarasenani and Sun” stories there is a communicative value. Communicative value occurs in a condition where it can be interconnected and actions that push themselves to produce something useful for the surrounding. This is experienced by the Sun. After listening to the reason Masarasenani entrapped him in the end he intends to change his nature and begin to be fair in dividing the time so that people no longer starve because of his nature.

*“Sepeninggal kakak-kakaknya di pulau yang sunyi itu si Bungsu Katak mendirikan sebuah pondok kecil untuk tempat tinggal. Dibelahnya waluh kuning pemberian ibunya dan biji-bijinya ditanam.”* (Bunanta, 2011: 7a)

This quote is in the story of Youngest Frog Murti Bunanta's work has an independent value. The standalone value is seen from the thing done by Youngest Frogs when abandoned on an island by his brothers. Starting from building a cottage for shelter and stay, make a field and plant the seeds waluh obtained from the fruit waluh given his mother. By having an independent value Youngest Frogs can survive alone on the island.

Based on the analysis of aspects of character education values in children's literature Si Youngest Frog, Si Molek, Masarasenani and Matahari, and Little Murti Bunanta's work is very varied. Utilization of each aspect of the value of character education in children's literature by Murti Bunanta used the author to convey the message of kindness through character characters so that the message to be conveyed by the author can be achieved to the reader. The following is presented on the analysis of the value of character education contained in child literature by Murti Bunanta.

Number of DataBased on the percentage table of the character education value above, it can be seen the use of the dominant character education value and minimal use of author in child literature by Murti Bunanta. The dominant use of dominant character education can be seen in the value of peaceful love, hard work, communicative, creative, and curiosity with the amount of data 4 or percentage of 13%. Utilization of the value of character education that little can be seen on democratic and religious values with the amount of 1 data or 3%.

The value of peaceful love, hard work, communicative, creative, and curiosity is the foundation that must be instilled early on to the child and is the main characteristic of child literature Murti Bunanta. The value of peaceful love shows a feeling of joy and security for the presence and attention given. The value of hard work is a value that

shows the real effort to solve all problems as well as possible. Communicative value is basically a value that indicates a sense of pleasure talking and cooperating with others. The value of curiosity is an act or attitude that always wants to know more deeply something learned, seen, and heard. These things are necessary in a child's development.

Table 1  
Percentage of Character Education Value in The Youngest Frog, Si Molek, Masarasenani and Sun, and TinyBoy by Murti Bunanta

no	Character Education Value	Data	Presentase
1	The value of peace love	4	13%
2	Democratic value	1	3%
3	Honest value	2	6%
4	Value of hard work	4	13%
5	Communicative value	4	13%
6	Creative Value	4	13%
7	Standalone value	3	9%
8	The value of social care	2	6%
9	The value of curiosity	4	13%
10	Religious value	1	3%
11	The value of responsibility	3	9%
	amount	32	100%

Independent value and responsible value there are 3 data. Self-esteem is a behavior that is not helpful to others in everything. It can be seen through the figure of The Youngest Frog, Tanara, and Little. Responsible value is a brave behavior to accept the risk of choice and accept the burden.

The value of social care contained in the literature of children serve as a reader's footstep in behaving and behaving to always want to provide assistance to others and communities in need. The democratic and religious values are little found in the four children's literature by Murti Bunanta. Religious is only found on the figure of Molek who prayed to ask God to help him.

## 5. CONCLUSION

Based on the results of data analysis can be concluded that the fourth story of the youngest child The Frog, Si Molek, Masarasenani and the Sun, and Little Murti Bunanta there is the value of character education. The dominant character education value is the value of peaceful love, hard work, communicative, creative, and curiosity with the amount of data 4 or percentage 13%. The educational values of this character are the hallmark of children's literature written by Murti Bunanta. Utilization of the



value of character education that little can be seen on the democratic and religious values with the amount of 1 data or 3%. A little democratic value arises because of the literary works written by adults and the adherence embedded in it.

#### ACKNOWLEDGMENTS

The author would like to thank all those who have helped in writing this article, especially to Prof. Sahid Teguh Widodo, M.Hum., Ph. D. and Dr. Slamet Subiyantoro, M.Si. who has guided in the preparation and completion of this journal.

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**IJOTL~TL, Vol. 2, No. 3, September 2017**

p-ISSN: 2502-2326; e-ISSN: 2502-8278

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**Meliala, S. Raja Roy; Widodo, Teguh Sahid & Subiyantoro, Slamet. 2017. Educational Values  
in Children Literary Works by Murti Bunanta.**

***IJOTL-TL* (2017), 2(3): 203-212. DOI:10.30957/ijotl.i2n3.389.**

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