

Review Article

Open Access

The Function of Fables for Early Children's Character Education

Fadlil Munawwar Manshur

Doctor, Literature Graduate Program, Faculty of Cultural Science, Universitas Gadjah Mada, Indonesia

ABSTRACT

The formation of children's character can be applied to several learning media, such as through literary works which can functionally be used as educational and entertainment media. The aim is to shape the child's personality and direct the child's intellectual potential. One of the works of children's literature is a fable that tells about animals that personify human character. In this article the author uses qualitative research methods, data collection is carried out by looking for several secondary data sources. The results of this research show that an estimated 80 percent of character education has not been touched by early childhood. Starting from children's education, young children need to receive character education since the child reaches an early age. The urgency of education for early childhood can be seen from several characteristics. To stimulate character formation in early childhood, appropriate media is needed, one of which is fables. This is because children will more easily absorb the character learning process through entertaining illustrations. In character education for early childhood, fables can function as a mechanical approach strategy. In this approach, every young child must be given a good view of moral and ethical values through story stimulation contained in the fable.

*Corresponding author

Fadlil Munawwar Manshur, Doctor, Literature Graduate Program, Faculty of Cultural Science, Universitas Gadjah Mada, Indonesia.

Received: October 11, 2023; **Accepted:** October 16, 2023, **Published:** October 23, 2023

Keywords: Fables, Character Education, Early Childhood Education

A child must be born and grow well under the care of his family and social environment in order to develop optimally. Good development at an early age will help them become quality human beings, highly intellectual, spiritually clean, emotionally stable and physically healthy. The phenomenon of early childhood education is an important hope, especially with the latest discoveries in neuroscience and psychology which show an acceleration of up to 80% in brain development at an early age compared to the adult brain [1]. This shows that during that period, all of a person's potential, intelligence and basic behavior have begun to form. At this time there is also the maturation of physical and psychological functions that are ready to respond to stimulation provided by the environment.

This indicates that all of a person's potential, intelligence, and the basics of behavior begin to form in this period. Apart from that, there is also maturation of physical and psychological functions that are ready to respond to stimuli originating from the environment. The research results show that environmental influences in a child's early years (0-6 years) have long-term learning impacts, so that learning in this period will last until adulthood [2]. This finding is in accordance with the saying that "learning in childhood is like carving in stone".

Early childhood is a critical phase and has a very important role in shaping human character as a whole. This means that child care and development cannot be separated. Early childhood is

known as a golden period in character formation, where success greatly influences a child's quality of life when they grow up. This period is also often referred to as the "sensitivity period" because all aspects of a child's development are in a very responsive state. Therefore, it is important to manage this sensitivity period optimally and thoroughly through various stimuli that support the child's growth and development. Apart from that, this period is also the right time to develop character education in early childhood.

Character education is an effort to understand the meaning of truth and goodness, as well as to encourage a conscious and planned love of life. Character itself refers to the values that are reflected through children's behavior [3]. In other words, a child's behavior reflects his unique characteristics which will influence his group and social environment. Children who have character will have values, competence, capacity, morals and determination that will help them face challenges and difficulties well. Different experts state that character training is an effort aimed at cultivating a relentless central morality of activity that is communicated generally to all society. To be successful, character training must keep all levels in mind for the educational institution and must assimilate the school environment and educational plan [4].

In early childhood, the most common way to assimilate data and the socialization stage is to get 100 percent of what one sees, what one hears, and what one feels. This is a process of character development through efforts that imitate the use of the senses (seeing and being aware) of each individual or group. In this way, the person can be trapped intentionally. Thus, the time spent framing someone's personality, whether lucky or unlucky, is not entirely determined by the individual concerned.

The strategy of framing children's personalities can be applied to several learning media, for example through scientific work which can be practically used as a learning medium and distraction. Through scientific work, you can build children's character and direct children's scientific potential. Academic education for the younger generation contains elements of improving quality, increasing creativity and creativity, thus making information on skills useful for children. The transfer of children's writing can bring joy to the younger generation so that they will be interested in reading, such as paying attention to the story when it is presented and gaining inner satisfaction which can coordinate the ability to understand someone more deeply [5].

Children's literature is a kind of children's reading that is arranged based on forms, creative thoughts that describe a world that is made up, but brings its own joy. One of the written works of young people is fairy tales. This fairy tale is about creatures that represent human characters. Every creature that becomes a story character acts like humans in general, more specifically, has the ability to speak, think, feel, act and all activities that can be carried out like humans. The creature characters in the story refer to characters that are traced in humans [5]. Fables will introduce human values that are characteristic of children so that fables are said to have benefits for children's schooling.

Discussion

Etymologically, a fable is characterized as a story line based on logic and having a series of events. Fable itself is taken from Latin, namely *fabula*. A fable is a story made literally whose work and characters are taken from living creatures. Fables imply that the creatures in the story are described as being able to work together and think like humans in general [6].

According to Sudarmadji, (2010), fables are stories about creatures and plants that depict human-like characteristics, but their circumstances and conditions are regulated by the ordinary circumstances in which they live [7]. Creatures who are characters in the story, creatures who can socialize, exchange, carry on like humans are extraordinary qualities of fairy tales that other stories do not have. Another characteristic of fairy tales is that they contain moral and moral messages towards the end of the sentence or towards the end of the story [8].

Based on the explanation above, fables have the following characteristics: a) feature animal (fauna) characters who act like humans, b) are magical, convey an ethical message and welcome goodness, c) the message is not too long, d) has interesting phonetic principles, e) has a scientific construction of the story which mostly describes conditions that did not actually occur (the creative mind of the author). Fable stories are expected to engage readers, teach, and reflect the encounters of their creators. As stated by Farida, (2013) fables have a design consisting of: a) direction, presenting the story through the characters and the place where the story occurs; b) entanglement, the basis of the problems between characters in a story including what happens and the sequence that brings the story to the peak, c) peak, the end of the main problem in the story and characters, d) goal, overcoming the problem seen from the characters or the end of the story [9].

In this research, the author used qualitative research methods. This means that in this research the author used the data description process stages in the form of words, images and symbols without involving numbers. Then in this research a simple legal analysis stage was used using a research approach to character education, early childhood education, and fable theory. At the data collection

stage, the author did this by accessing several optional sources of information containing writings related to schools. The data investigation stage is a process of collecting, sorting, reducing and synchronizing information with hypotheses and relevant legal regulations [10].

The Urgency of Education for Early Childhood in Indonesia

In reality, the Indonesian state is a bit late in paying attention to youth. They are allowed to develop and create in "careless" conditions. Currently, it is estimated that 80% of young children do not receive youth level education. The condition of the young generation in Indonesia is still haunted by the danger of hunger. Information in 2014 shows that 1.3 million Indonesian children are experiencing malnutrition. Every child who experiences obstacles or health problems is at risk of losing an intelligence level of up to 10 - 13 focus. This situation means that the Indonesian people are at risk of losing around 22 million IQ points [11].

From a family education perspective, young children are accustomed to receiving character training from the start. The seriousness of education for early childhood must be seen in three group characteristics; (a) the youth education group is expected for children aged between 4 and 6 years [12]. In its implementation, learning in Kindergarten (TK) is structured into two meetings. First of all, group A is 4 to 5 years old. Second, group B for a very long period of 5 to 6 years. This is a regulation of Unofficial Law Number 27 of 1990 concerning Preschool Education; (b) groups of children who experience developmental changes will usually experience subjective changes in events and will give birth to different skills. Among the significant advances are gross machinery or finely coordinated movements, mental, semantic, psychosocial and social capacities, moral and rigorous qualities, as well as imaginative and innovative turns of events. Child development is actually described by increasing height and weight; (c) Concentration of bunches is directed in the Public School Imam Guidelines (Permendiknas) of the Republic of Indonesia Number 58 of 2009 concerning Adolescent Education Norms (PAUD). In the State School Pastoral Guidelines, the largest number of students in each review group in Kindergarten (TK) is controlled and concentrated in groups in PAUD and formal education, Raudhatul-Athfal (RA) is also managed, each of which is managed directed by someone who using an ace."

The aim and direction of education for teenagers is to help foster five types of child development, namely: (a) physical development (physical and motoric) [13]. In this particular situation, the child's development process at the educational stage will actually be helped by the child's developmental period by giving him opportunities to learn and play. Playing for children will provide development that can help the development of children's muscles. Learn for children's ability to immediately move machine sensors. (b) progress in reasoning (intellectual abilities). In this unique situation, the mental capacity of children aged 4 years to 6 years is a period of pre-functional mental change. This means that children will carry out actions according to what they want. Therefore, mental improvement a person is not fully determined and regulated taking into account the provision of training and character improvement in this period. (c) improvement of discourse. In this situation, the ability to speak in children is very necessary, a psychological machine skill which at this age the etymological improvement of language is very important. (d) Change of events close to home. For this situation, the characteristic of a child's feelings is the potential for a strong explosion. A child's feelings are often seen when the child's soul is in a shaky condition. The child's personal condition can be known through the environmental control system

near the child's home (e) Change of social and moral events In this situation, social improvement is directed at providing an understanding of the social benefits that exist in the surrounding environment, while morality in behavior is something that can be learned. To concentrate on ways of moral behavior, there are three main examples that should be thought about carefully, in particular (a) the correspondence between what society anticipates from youth and existing social and social qualities; (b) creates calm, low sounds in youth; (c) educating young children to feel ashamed and regretful if their behavior does not conform to society's assumptions [14].

Fables as Early Childhood Learning Media in Building Children's Character

In terms of quality and quantity, early childhood education in Indonesia is still not running as it should. The explanation is that youth education provided through conventional education channels, for example Kindergarten and the like, must be accessible to the upper middle class. Lower middle class communities are forced to send their children directly to elementary school to save costs. Therefore, it is not unusual for there to be significant and highly stressful mental and behavioral disorders committed by children, such as murder and abuse of children their own age.

Based on the explanation in the points above, it can be said that character education in early childhood is important and should not be missed. However, to stimulate character formation in early childhood, appropriate media is always needed, one of which is the use of fairy tales in the early childhood learning process. Because, young children will more easily absorb the character learning process through entertaining illustrations. In fairy tales, young children are stimulated to interpret a story so that they unconsciously construct their actions like the actors in the fairy tale. For example, the story of the Kancil Cerdik and the Crocodile, the plot of which tells about the wisdom, creativity and ingenuity of the mouse deer in facing a stronger and more powerful crocodile. The mouse deer's victory over the crocodile inspired the need for trust, wisdom, creativity and intelligence in young children to face life's problems later when they grow up. Not only that, in the story there is a message that humans should not be arrogant if they have become big people [15].

Based on the story of Kancil Cerdik and Crocodile, children's cognitive development will be visible and formed. This means that children will take actions based on what they have learned and know from fairy tales. Therefore, a child's cognitive development will, among other things, be determined by the character education that the child currently receives. Moreover, a child's character education will be influenced by the child's social and moral development.

Thus, fables as stories depicted by animals have the ability to serve as a learning tool for young children in character development. Character development is an attempt to know reality or goodness, to appreciate different individuals and animals. In this unique situation, character is characterized as a value that is introduced, among other things, through the way of behavior in young children. In more detail, character school can be completed using four techniques: (a) a formal curricular methodology system is a methodology that is aimed at the daily schedule during the time spent character working for young children through a given educational plan approach. In this methodology, educators play an important role in providing moral qualities in relation to material standards; (b) the underlying information methodology system is a formal curricular methodology that emphasizes the mentality,

responsibilities and strategies provided by the school to use each existing office and foundation for training progress. In this case, non-educational institutions also play a major role in utilizing the abilities of educators in schools or madrasas; (c) natural methodology methodology techniques are character training that has been systematized by schools or partner institutions to instill a sense of life based on morals and ethics; (d) a divided mechanical methodology procedure is a methodology that is completed through a course of creating individual abilities that show the meaningfulness of life as a structure of life in the future. This approach is carried out by making advances that provide an understanding of moral and moral qualities.

In early childhood character guidance, fables have the fundamental capacity to condition young children to have noble moral traits through the energy of the story. Stories themselves have strong characteristics that contain moral commands for children to achieve something useful [5]. Stories whose texts are not too long and the language used is essential and easy to understand are very suitable to be used as character guides for early childhood. Furthermore, character building through fables will provide encouragement to young children. Every animal that transforms into a story character must have an influence like human characters in general. Animals that are personified as humans are made able to talk, think, feel and act endlessly like humans. A good storyteller can portray animal characters as well as human characters. In line with that, a storyteller's ability to tell stories can educate young children to become people with character. Character education for young children through fables is seen as fundamental and very important for the world of children's tutoring.

Conclusion

Based on the discussion above, it can be concluded that currently it is estimated that 80 percent of children have not received early childhood education. Early childhood in Indonesia is still overshadowed by the threat of malnutrition and the limited views of parents who still do not view early childhood education as important and urgent. The function of early childhood education in the family environment is very urgent, especially in character education. To encourage the individual development of young children, one of the appropriate and important media for them is the delivery of fables. The aim is for young children to feel cheerful in carrying out their developing experiences. With fable media, it is believed that their character education will be more effective. In character education through fables, mechanically divided learning procedures will make it easier for educators to teach morals indirectly and direct positive behavior for young children [16-19].

References

1. Suyadi (2014) Manajemen PAUD. Pustaka Pelajar.
2. Ulfah SM (2013) Konsep Dasar PAUD. Remaja Rosda Karya.
3. Suryadi (2013) Strategi Pembelajaran Karakter. Remaja Rosda Karya.
4. Lickona Tom D (2012) Eleven Principles of Effective Character Education, Character.org, i. Nusa Media 25: 93-100.
5. Hidayati HDSF (2016) Fable: An Alternative of Character Educational in The Children's Literature Learning. Membangun Karakter Anak Melalui Sastra Anak 123-135.
6. Zaidan D (2010) Kamus Istilah Sastra. Balai Pustaka.
7. Sudarmadji D (2010) Teknik Bercerita. PT Kurnia Kalam Semesta.
8. Sulistyorini D (2014) Kriteria Pemilihan Materi Ajar Teks Moral/Fabel Pelajaran Bahasa Indonesia dalam Kurikulum

2013. In P. S. Nasional (Ed.), Prosiding Seminar Nasional TEQIP (Teachers Quality Improvement Program) Membangun Karakter Bangsa melalui Pembelajaran Bermakna TEQIP. Prosiding Seminar Nasional TEQIP (Teachers Quality Improvement Program 627-633.
9. Farida I dan (2013) Mahir Berbahasa Indonesia. Yudhistira.
10. Sugiono (2018) Metode Penelitian Kualitatif. Alfabeta.
11. Trihono (2018) Stunting di Indonesia. Penelitian dan Pengembangan Kesehatan.
12. Wawan S Suherman Dkk (2017) Pengembangan Majeda Berbasis Dolanan Anak Untuk Mengoptimalkan Tumbuh Kembang Siswa Taman Kanak-Kanak: Th, No. Cakrawala Pendidikan 36: 220-221.
13. Rahma U (2009) Karakteristik Perkembangan Anak Usia Dini. Lantera Pendidikan 12: 50.
14. Trianto (2010) Desain Pengembangan Pembelajaran Tematik. Kencana.
15. Amanul Hikamil Idham, Arisul Ulumuddin I P (2021) Amanat Dan Peneladanan Cerita Si Kancil Dalam Buku Kumpulan Cerita Rakyat Nusantara Karya Yudhistira Ikranegara Sebagai Muatan Pembelajaran Teks Fabel Untuk Peserta Didik Smp Kelas Vii. Praniti 1: 52-59.
16. Boediono (2003) Standar Kompetensi Pendidikan Anak Usia Dini Taman Kanak-Kanak dan Raudhatul Athfal (Boediono (ed.)). Departemen Pendidikan Nasional.
17. Kristiyani A (2014) Implementasi Pendidikan Karakter Pada Pembelajaran Bahasa Di PG-TPA Alam Uswatun Khasanah Sleman Yogyakarta. Jurnal Pendidikan Karakter 4.
18. Sugihastuti (2013) Tentang Cerita Anak. (ketiga). Pustaka Pelajar.
19. Zuhaili M (2002) Al Islam Wa Asy Syabab (terjemahan). AH. Ba'adillah Press.