



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
STKIP PGRI SUMENEP**
Website : www.stkipgrisumenep.ac.id
Jl. Trunojoyo Gedung Sumenep Telp. (0328) 664094 – 671732 Fax. 671732

**SURAT PERNYATAAN PENGECEKAN
SIMILARITY ATAU ORIGINALITY**

Yang bertanda tangan dibawah ini atas nama Petugas Check Plagiasi STKIP PGRI Sumenep, menyatakan dengan sebenarnya bahwa Artikel karya ilmiah ini telah dilakukan cek dan dinyatakan lolos plagiasi menggunakan Aplikasi Turnitin dengan batas maksimal toleransi 20% atas nama:

Nama : **Dr. M. Ridwan, M.Pd**
NIDN : **0710088504**
Program Studi : **PROGRAM STUDI PENDIDIKAN GURU
SEKOLAH DASAR**

No	Judul	Jenis Karya	Hasil
1	ANALYSIS OF MORAL VALUES IN 'LENCANA ALIA' CHILDREN STORY BY ESTI AMALA	Artikel	14 %

Demikian surat ini saya buat untuk dipergunakan sebagai mana mestinya

Sumenep, 07 September 2023


turnitin
STKIP PGRI SUMENEP

Pemeriksa

f_Moral_Values_In_Lencana_Ali a_Children_Story_By_Esti_Asmal a.pdf *by*

Submission date: 07-Sep-2023 01:44PM (UTC+0700)

Submission ID: 2159689965

File name: f_Moral_Values_In_Lencana_Ali_Children_Story_By_Esti_Asmala.pdf (242.23K)

Word count: 2115

Character count: 11764

ANALYSIS OF MORAL VALUES IN 'LENCANA ALIA' CHILDREN STORY BY ESTI ASMALA

M. Ridwan¹, Mulasih²

¹STKIP PGRI Sumenep Madura Indonesia

²Universitas Peradaban Brebes Indonesia

Received : 11-07-2022

Accepted : 29-07-2022

Published : 30-07-2022

Abstract

This research aimed to analyze the exemplary values in 'Lencana Alia' story book by Esti Asmala. This research was carried out with a qualitative method. The result revealed that Asmala combined symbolic modeling technique and positive reinforcement to give an understanding of exemplary values that children can practice. The symbolic modeling technique included the character activities that showed some moral values such as independence, cleanliness, responsibility, commitment, social care, and honesty. Then, an example of positive reinforcement was given to encourage children in the form of a badge based on the character they successfully played. Besides, children were also taught to recognize critical situations to see a situation that is more appropriate or favorable to their ego.

Keywords: exemplary value, modelling, reinforcement

INTRODUCTION

Children in the golden age experience tremendous growth and development. They cannot be replaced in the future, especially in the social-emotional aspect, where children gradually learn to recognize human interaction and social rules through a process of strengthening and modeling moral values (Abdurrahman, 2019).

Experts agree that children can get exposure to role models or examples of characterizing exemplary values by reading stories or scenarios that are adjusted to their level of cognitive maturity to creatively analyze behaviors that are considered attractive (Rahmawati & Dewi, 2020).

Children tend to be interested in visualizing behavior, whether it is in the form of audio-visuals or picture books. For example, how the scriptwriter of the film, Shoes Dahlan, shows the character of social responsibility and concern (Efendy, 2021), or the learning of etiquette obtained from the book "I am a Good Child" by Anisa Widiyarti (Hadi, 2020).

That is why even the Indonesian government, through the national literacy movement program, annually selects writers from various parts of Indonesia to celebrate the fulfillment of literacy needs for children every year, and the book "Lencana Alia" by Esti Asmala is one of many titles published in 2019. This is also in line with various changes that are continuously being made, one of which is a continuous curriculum change by the demands of the times; until now, several curricula have been implemented in education (Aini & Ridwan, 2021).

Ridwan (2016, 2017a, 2017b, 2018a, 2018b) states that the spirit of caring for local wisdom must always grow and be born as an endeavor, both through educating oral and written traditions. Literacy must also be in line with local content to stay smart. The issue of moral and character crises is a severe and ongoing discussion. The Indonesian nation has a tremendous moral and character crisis.

Children are the golden generation who will continue the struggle of the

Corresponding Author

mulasih@peradaban.ac.id

Universitas Peradaban Brebes, Indonesia

founders of this nation. The last few years and even months have been intensively presented with the destruction of children's morale, starting from sexual harassment and sexual abuse everywhere, even though the fate of this nation depends on them. The use of literature, especially visual stories or picture books, appreciates the learning of character values with attractive, creative, and innovative packaging. Children are also taught to see benchmarks and behavioral problems in the form of direct pilots that make it easier to understand the causes and effects of behavior (Hadi, 2020).

Researcher selected the "Lencana Alia" by Esti Asmala to be analyzed, because the book teaches not only based on symbolic modelling through things done from the character but also behavior-building techniques based on positive reinforcement, as soon as the desired character appears (Puspasari, 2018).

METHOD

Method carried out in this research was descriptive qualitative by conducting literature studies, or by solving critical ideas of a problem by deepening the study of relevant literature or literature materials (Abdurrahman, 2019). The literature chosen to be the research material is "Lencana Alia" by Esti Asmala.

RESULTS AND DISCUSSION

The first discussion that emerged when opening this book was that parents became the center of parenting by providing direction and reinforcement when the child showed what was intended.

"These are the badges that belong to Alia. Mom and Dad give them when Alia is being great" (Asmala, 2019)

Children were directed to the character desired by parents, through the provision of symbolic gifts in the form of badges as positive reinforcement, so that children were motivated to continue doing things that make them appreciated (Susanty, 2021). In the book, it is mentioned that the badges are like "independent children"; "eat vegetables";

"cleanliness", and "brushing teeth" to represent the things that the children successfully do.

After the author revealed the concept of reinforcement from parents toward children, one by one the characters that wanted to be given to the reader are introduced.

1. The Value of Independent

The first depiction of exemplary characters is self-sufficient value. Children are taught to be responsible for themselves and the things they have through daily practical activities (Wulandari et al., 2018). According to Hamka, learning independence is a sense of responsibility that a person has to achieve goals, things that are desired, and the learning process of his own accord (Aini, 2021)

Alia can clean up her own toys.
She has also been able to tidy up her books. Mom gives Alia the Badge of Independent Child (Asmala, 2019).

It is told, in the story, that character can clean up toys and tidy up books, and as a reward for these activities, Alia gets the "Independent Child" badge.

2. The Value of Cleanliness

The second exemplary character is related to a concern for the environment, by always maintaining the cleanliness of the living environment (Amril & Pransiska, 2021).

Alia always takes out the garbage in the trash can. Dad gives Alia a Badge of Cleanliness (Asmala, 2019)

Symbolic modeling of cleanliness value lied on particular part of the story; how Alia threw the garbage to the place it belonged (bin). In return, Alia deserved to get the positive reinforcement by "Badge of Success/Lencana Keberhasilan".

3. The Value of Responsibility

The other character that the author built was a concern of responsibility towards the command given (Sari & Wardani, 2021).

Alia was set going to school. That day, Alia desired getting the Eating-up-meal Badge. Alia always had leftover ever since she entered school (Asmalia, 2019).

Throughout the story, this sense of responsibility was set out in eating up the packed meal. If she did, "Eating-up-meal Badge" was in hand.

4. The Value of Commitment

Beside this sense of responsibility, there was also the value of commitment by having desire to change the habit of not eating up the meal (Septrianto, 2018).

5. The Value of Social Concern

This time, the readers were faced to the conflict of commitment by helping her friends in need. This value influenced the socio-emotional development of child by focusing him on sensitivity, concern and unselfishness towards self-desires (Ningtyas & Jadmiko, 2021).

At last, Alia decided to share his packed meal. Mother would never know what she did. She was so determined about it (Asmalia, 2019)

The story showed Alia sharing her packed meal even though she did not keep her commitment and responsibility to finish her meal.

6. The Value of Honesty

By the time she arrived home, mother appreciated her responsibility with "Eating-up-meal Badge". But, she felt ineligible of the awards towards the responsibility she neglected by sharing; she broke her value of commitment by helping her friends whose lunch box was left at home.

Alia had not had "Eating-up-meal Badge" and wanted to get in an appropriate way by being honest to mother (Asmalia, 2019)

The story part above showed the value of honesty and admitting mistakes

even so having to lose the most desired thing as a consequence (Harahap, 2022).

In reality, being honest was more appreciated by surrounding people. Besides the badge she got including her success of eating up the meal, "Sharing Badge" and "Honesty Badge" were given to her as additional appreciation.

CONSLUSION

1 In short, "lencana Alia" written by Esti Asmala, combined symbolic modeling technique and positive reinforcement to provide an understanding of exemplary values the children were able to apply. This technique was the character activities showing some values of independence, cleanliness, responsibility, commitment, social concern and honesty. Furthermore, the story explicitized the positive reinforcement through the badges of values that Alia achieved successfully. Besides, the children were taught the crisis situations to help them observe the situations they faced; to handle the one which was more appropriate to do or more beneficial to their ego.

REFERENCES

- Abdurrahman. (2019). Upaya Meningkatkan Perkembangan Nilai Agama dan Moral Melalui Metode Keteladanan pada Anak Usia Dini. *Jurnal Realita*, 4(7), 700–705. <https://doi.org/10.20414/jpk.v14i2.698>
- Aini, K. (2021). Kemandirian Belajar Mahasiswa Melalui Blended Learning Tipe Flipped Classroom pada Masa Pandemi Covid-19. *Jurnal Literasi Digital*, 1(1), 42-49.
- Aini, K., & Ridwan, M. (2021). Students'higher Order Thinking Skills Through Integrating Learning Cycle 5e Management With Islamic Values In Elementary School. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(3), 142-156.
- Amril, R., & Pransiska, R. (2021). Analisis Buku Cerita Bergambar "Bee Series" Sebagai Media Dalam Penanaman Nilai-Nilai Karakter Pada Anak. *Jurnal Golden Age*, 5(02), 175–184.

- <https://e-journal.hamzanwadi.ac.id/index.php/jga/article/view/3488>
- Asmalia, E. (2019). *Lencana Alia*. Badan Pengembangan Bahasa dan Perbukuan.
- Efendy, D. A. (2021). *Nilai-Nilai Keteladanan Dalam Film Sepatu Dahlan Dan Relevansinya Dengan Pendidikan Karakter Anak Sekolah Dasar*. 1–104.
- Hadi, S. (2020). Analisis Nilai Budi Pekerti Luhur Kumpulan Cerita Pendek Anak “Aku Anak Baik” Anisa Widiyarti. *Briliant: Jurnal Riset Dan Konseptual*, 5(1), 98–112. <https://doi.org/10.28926/briliant.v5i1.435>
- Harahap, M. (2022). Penguatan Nilai Karakter dalam Cerita Anak “ Little Abid Balita Cerdas & Saleh ” Karya Tim Cordoba Kids. *Diglosia*, 5(1s), 215–234.
- Ningtyas, Y., & Jadmiko, R. S. (2021). Analisis Kecerdasan Interpersonal Siswa Yang Mengalami Perundungan Verbal (Verbal Bullying) Di Kelas 4 SD Negeri Boro Kecamatan Kedungwaru. *Wahana Sekolah Dasar*, 29(1), 45–55. <http://journal2.um.ac.id/index.php/wsd/article/view/15687>
- Puspasari, K. D. (2018). Teknik modelling simbolik dan reinforcement positif untuk meningkatkan keterampilan sosial pada Anak Intellectual Disability. *Procedia: Studi Kasus Dan Intervensi Psikologi*, 6(2), 46–53. <https://doi.org/10.22219/procedia.v6i2.12641>
- Rahmawati, S., & Dewi, N. K. (2020). Dampak media pembelajaran kisah keteladanan terhadap karakter peduli sosial dan prestasi belajar anak sekolah dasar. *Jurnal Civics: Media Kajian Kewarganegaraan*, 17(2), 153–163. <https://doi.org/10.21831/jc.v17i2.30574>
- Ridwan, M. (2014.) Kurikulum (2013). dan Pendidikan Nilai Kearifan Lokal di Sekolah Dasar. In *Prosiding Seminar Nasional Pendidikan tema Implementasi Kurikulum 2013 dan Problematikanya, Pascasarjana UNESA Tahun 2014* (pp. 102-108).
- Ridwan, M. (2016). Pendidikan Karakter Berbasis Permainan Tradisional Siswa Sekolah Dasar di Sumenep Madura. Prosiding Seminar Nasional Prodi PGSD dan Prodi BK FKIP UAD. ISBN: 978-602-70296-8-2
- Ridwan, M. and Wahdian, A. (2017). Structure, Function and Value The Tradition of Oral Literature in Sumenep Madura. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 1(1), pp.252-273.
- Ridwan, M. (2017). Tradisi Nyanyian Anak Terhadap Pembentukan Karakter Anak Usia Sekolah Dasar. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 26(1), pp.49-61.
- Ridwan, M. (2018). Learning of local environmental wisdom in oral literature of madurese traditional song in sumenep. *ISCE: Journal of Innovative Studies on Character and Education*, 2(1), pp.93-103.
- Ridwan, M. (2018). Literature Syi'ir MaduraAs A Legenskap Of Strengthening Characters In Elementary School. *ISCE: Journal of Innovative Studies on Character and Education*, 2(2), pp.332-339.
- Ridwan, M. (2016). Ajaran moral dan karakter dalam fabel kisah dari negeri dongeng karya mulasih tary (kajian sastra anak sebagai bahan ajar di sekolah dasar). *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 6(01).
- Sari, L. D. K., & Wardani, K. W. (2021). Pengembangan Buku Cerita Bergambar Digital untuk Meningkatkan Karakter Tanggung Jawab Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1968–1977.
- Susanty, F. (2021). *Pola Pemberian*

- Hadiah dan Hukuman dalam Mendidik Anak Menurut Pendidikan Islam (Studi Kajian Kepustakaan).* 6(1), 71–82.
- Wulandari, D. A., Saifuggin, & Muzakki, J. A. (2018). Implementasi Pendekatan Metode Montessori Dalam Membentuk Karakter Mandiri Pada Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, Vol. 4(2), 1–19. www.syekhnurjati.ac.id/jurnal/index.php/awlady

ORIGINALITY REPORT

14%

SIMILARITY INDEX

13%

INTERNET SOURCES

4%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	doaj.org Internet Source	8%
2	ejournal.unuja.ac.id Internet Source	2%
3	www.researchgate.net Internet Source	1%
4	Nurmila Wati, Dhiniaty Gularso. "ANALYSIS OF THE VALUE OF CHARACTER EDUCATION IN The Fable of the Mouse Deer and His Best Friend", Elementary School: Jurnal Pendidikan dan Pembelajaran ke-SD-an, 2022 Publication	1%
5	journal2.um.ac.id Internet Source	1%
6	Bahtiyar Heru Susanto. "TRADITIONAL GAME LEARNING MODELS TO DEVELOP STUDENT CREATIVITY", Elementary School: Jurnal Pendidikan dan Pembelajaran ke-SD-an, 2022 Publication	1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On