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Abstrak: Penelitian ini bertujuan untuk menggali persepsi siswa terhadap pendidikan karakter melalui penggunaan cerita pendek. Dengan menggunakan pendekatan kualitatif, penelitian ini melibatkan 16 siswa sebagai sampel penelitian. Data dikumpulkan melalui angket dan wawancara untuk mendapatkan pemahaman yang komprehensif tentang persepsi siswa. Hasil penelitian menunjukkan bahwa secara umum siswa memiliki persepsi yang positif terhadap pendidikan karakter melalui cerpen. Mereka menyatakan bahwa cerita pendek dapat memperkaya pengetahuan mereka tentang nilai-nilai kehidupan, menginspirasi pemikiran kritis, dan merangsang refleksi diri. Siswa juga melaporkan bahwa diskusi cerita pendek membantu mereka memahami konflik moral dan memperluas pemahaman mereka tentang realitas kehidupan

Kata kunci: Pendidikan Karakter, Cerita Pendek, WS Maugham

Abstract: This study aims to explore students' perceptions of character building through the use of short stories. Using a qualitative approach, this study involved 16 students from two classes as the study sample. Data was collected through questionnaires and interviews to gain a comprehensive understanding of student perceptions. The results of the study show that students generally have a positive perception of character building through short stories. They stated that short stories can enrich their knowledge about life values, inspire critical thinking, and stimulate self-reflection. Students also reported that short story discussions helped them understand moral conflicts and broaden their understanding of the realities of life

Keywords: Character Building, Short story, WS Maugham

1. INTRODUCTION

Literature was one branch of art that was at the center of human civilization and could not be denied even if its existence was accepted as a cultural reality. Literary works were not only appreciated as works of art but also contained imaginative and emotional value wrapped in the appreciation of the writer. Literature was one of the elements of Indonesian culture that was valued in this life and thrives in other cultures, while literature was familiar with some form of poetry, drama, novel, and short stories.

The short story was a literary work written in the form of fiction that arose from imagining a writer without needing data and language itself was a social creation. The literature presented a picture of life, and life itself was a social reality. According to Kosasih (2012) in (Sri Lestari Siregar et al., 2020) short stories are short essays in the form of prose. The short story itself tells a story, the life of a character who is full of conflict and contains touching or pleasant events. It also contains an impression that is not easily forgotten. The value of education was part of the extrinsic element. the meaning of educational values referred to in the literature (short stories) was the goodness or benefits that exist in the meaning of literary works for human life. Tirtarahardja (2005) in (Susanti et al., 2019) The dimensions of human nature have 4 types of dimensions, namely: (1) individual dimensions, (2) social dimensions, (3) moral dimensions, and (4) religious dimensions.

The value of education was a benchmark for human life in acting and behaving. Various events that violated these educational values hit many children, for example, saying loudly and disrespectfully to parents, not listening to parental advice, not respecting others, and so on.

There were various media used to restore these educational values. Wrong one way to restore educational values through print media was through writing. This type of writing includes short stories. Short stories, were expected to bring positive thoughts to the reader so that the reader was sensitive to problems related to life and encourage them to well behaved.

The reason for choosing short stories as the object of study is because of the inherent educational values. Short stories served not only to educate but also to entertain. Through entertainment from existing stories, the writer instilled educational values in their writing for their readers. By instilling the value of education, it was hoped that readers could be perfect people and understand the educational values contained in the stories presented.

W.S. Maugham (1874-1965) was a well-known British author. Writer, playwright, and the creator of he had authored numerous travel guidebooks as well as books on literature. His work was popular with the general public due to his style. The straightforward narrative, the captivating tale, and the fact that he avoids speaking about morality.

The writer of this study analyzed students' perception of character-building education in W.S. Maugham's short story and the character-building education in W.S. Maugham's short story.

The character was one important element among various other elements. According to Rohkmansyah (2014) in (Ricca, 2019) argues that Characters are fictional individuals who experience the events in the story. Element Character was an element that occupies a strategic position as a trait and conveyed messages, mandates, morals, or something that was deliberately desired conveyed to readers.

Character-building education according to (Kesuma, 2011) explains this character education is the development of a student's ability to behave well and excel at enhancing various abilities that define humans as divine beings and carry out the mandate as leaders in this world.

Aushop (2014) in (Harahap, 2019) explains that the nature of character formation is a process orientation of students so that there is a behavior change, a change in attitude, and a culture change that will ultimately create a civilized community. The writer of this study analyzed students' perception of character-building education in W.S. Maugham's short story and the character-building education in W.S. Maugham's short story.

2. METHOD

The study used descriptive qualitative a method of this study. The research was conducted at Universitas Muslim Indonesia. The writer applied a cluster sampling technique by taking the active students of classes C1 and C2 in the 2022/2023 academic year that considered the representatives of the entire population of all classes. Therefore, the writer took 8 students from each class. The reason the writer took the 20 generations as a sample was that they had a literature in English Teaching course and also to find out whether current students were still interested in reading short stories and writing short stories. The research instruments that used by the writer are questionnaire and interview. The type of interview that used by the writer is the close-ended question

3. FINDINGS AND DISCUSSION

a) The Students' Perception of Character-Building Education in W.S Maugham's Short Story

To find out students' perceptions of character-building education in short stories by W.S. Maugham, the writer has processed the data from the questionnaire items into graphical form. The sample of this study consisted of 16 students representing classes C1 and C2, with each class having 8 representatives. Here is the graphic data that can be seen below.

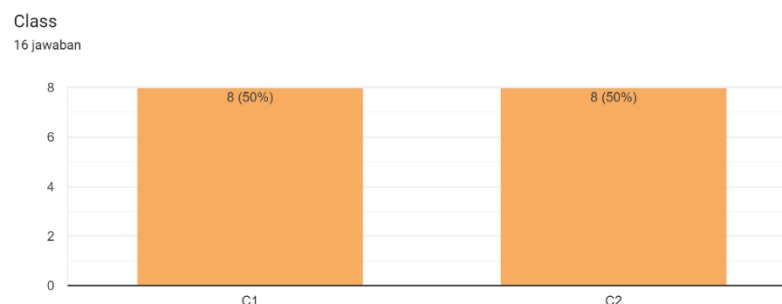


Figure 3.1 Total sample

The bar chart above represents the total sample consisting of 16 respondents representing classes C1 and C2, with each class having 8 representatives enrolled in 2020.

W.S. Maugham's short stories provide readers with interesting ideas to discuss.
16 jawaban

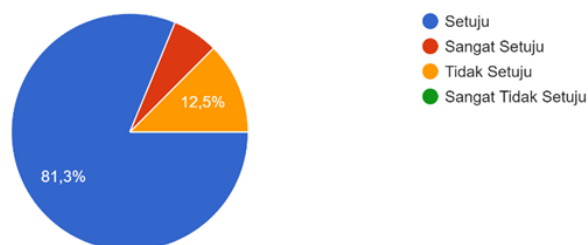


Figure 3.2 questionnaire item 2

From the chart above, which is item number one from the questionnaire, it can be known that 13 (81,3%) respondents chose to agree and one (6,3%) of them strongly agrees, while 2 (12,5%) respondents indicate that this short story is not interesting to discuss.

There are innumerable authentic expressions for daily speaking in W.S Maugham's short story.
16 jawaban

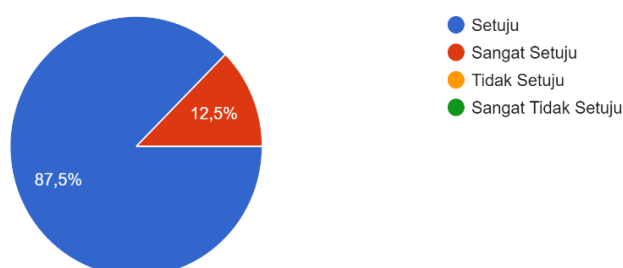


Figure 3.3 questionnaire item 3

The chart above shows that 14 (87,5%) respondents chose to agree and 2 (12,5%) of them strongly agree with the topic. Therefore, it can be concluded that W.S Maugham's short story had the potential to improve the speaking ability of the students.

W.S. Maugham's short story should be included in higher level classes for they are difficult to comprehend
16 jawaban

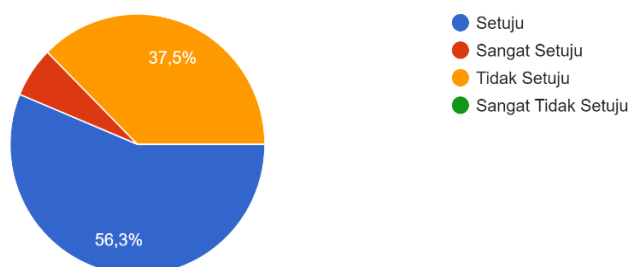


Figure 3.4 questionnaire item 7

From the chart above, item number seven from the questionnaire, it can be known that 9 (56,3%) respondents chose to agree and one (6,3%) of them strongly agrees, while 6 (37,5%) respondents chose to disagree, they thought that this short story is difficult to understand.

I think the language features used in W.S. Maugham's short story are irrelevant to those used in daily communication.

16 jawaban

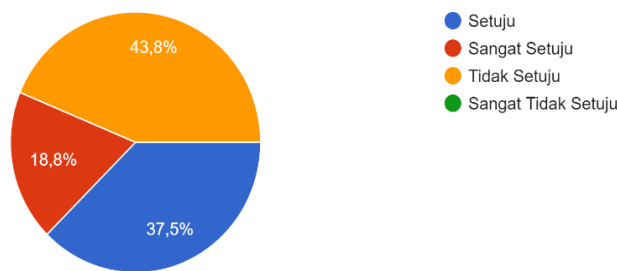


Figure 3.5 questionnaire item 10

From the chart above, which is item number ten from the questionnaire, it can be known that 6 (37,5%) respondents chose to agree and three (18,8%) of them strongly agree, and 7 (43,8%) respondents chose to disagree.

The result of this study indicates that W.S Maugham's short story has great potential as a source of character education. In an educational context, short stories can be effective too; for developing students' understanding of moral values, self-reflection, and empathy. Through the journey of the characters in the story, students can learn from other people's experiences and apply these lessons in everyday life.

From the distributed questionnaire, the writer found that there were 13 (81.3%) respondents who stated that the short story provided interesting ideas for discussion. The general idea conveyed by Smith (2012) is that short stories can be an interesting means of gaining knowledge about the realities of life and can be an interesting topic of discussion for students, by common experiences in using short stories in learning literature or character education.

They feel inspired by the thrilling storyline, complex characters, and themes that are relevant to everyday life. Discussions about these short stories provide space for students to share opinions, analyze character motivations, and reflect on the moral messages contained in them. The ideas that emerge from these discussions can enrich students' understanding of literature and help them see the relationship between fictional stories and real life. With this short story as material for discussion, students can develop critical thinking skills, make appropriate arguments, and improve their ability to respond to and interpret literary works.

This study in line with Atmaja (2010) (Syarifuddin & Hasyim, 2021) in explains that a literary work is inseparable from the values contained in it, namely:

1. Moral Value, a literary work, in general, carries a message and message, a moral message can be conveyed directly or indirectly by an author, and a moral message can be known from the behavior of the characters.

2. Aesthetic value, aesthetic value is the value of beauty attached to the fairy tale, such as rhyme, diction, or style.
3. Cultural values, cultural and social values are inseparable from these literary works telling stories about a particular area. These cultural aspects can be identified from the background or setting, figures, style of society, art, or culture.

Therefore, based on this study it is found that W.S Maugham's short story contains several values of character building such as moral value, aesthetic value, and cultural values.

b) The Character-Building Education in W.S Maugham's Short Story

Based on the study that has been conducted, the writer found several character-building educations in W.S Maugham's short story based on the respondent's interview. Based on the result of the study, one of the respondents said that the character-building education in W.S Maugham's short story is the value of honesty. Another respondent also said that they get the value of social concern contained in this short story, this was supported by one of the characters in the short story who has a character that always helps each other. Based on interviews that has been conducted on 8 May 2023 it found out that respondents got the value of being independent and hardworking from one of the characters in the short story, and several respondents found out the value of friendship in this short story.

Based on Kemendiknas (2010) in (Syarifuddin & Hasyim, 2021), there are 18 character-building education such as the value of honesty, the value of tolerance, the value of discipline, the value of hard work, the value of creativity, the value of independence, the value of democracy, the value of curiosity, the value of national spirit, the value of love for the fatherland, the value of appreciating achievements, the value of friendship / communicative, the value of peace love, the value of fondness of reading, the value of environmental care, the value of social concern, the value of responsibility, and religious values.

Based on these, it clearly showed that the result of the study regarding the character-building education in W.S. Maugham's short story was related to the character-building mentioned by Kemendiknas (2010) in (Syarifuddin & Hasyim, 2021), where in this study the character-building education found were the value of honesty, the value of social concern, the value of being independent, the value hard-working, and the value of friendship.

4. CONCLUSION

Based on the results of the study above the writer can conclude that the use of short stories as a means of character education gets a positive response from students. Students find these short stories interesting and relevant in shaping their values and personality. They feel connected to the characters in the short story and can learn valuable lessons about friendship, sacrifice, acceptance of differences, and many more. Students also stated that this short story helped them understand and recognize conflicts and challenges in everyday life. Through this short story, they can see the implications of the choices and actions of the characters in the story, which directly contribute to the development of student's critical thinking skills and empathy. This study also showed that the character education approach

through short stories can be effective in influencing students' attitudes, values, and behavior. In an educational context, short stories can be a powerful tool for conveying moral messages, developing empathy, and motivating students to self-reflection.

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