



Analysis of Character Values Contained in Indonesian Language Learning (Literature Study)

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Abstrak

Tujuan penelitian ini adalah untuk menganalisis nilai-nilai karakter yang terkandung dalam pembelajaran Bahasa Indonesia. Metode dalam penelitian ini menggunakan metode atau pendekatan kepustakaan (library research). Teknik pengumpulan data dalam penelitian ini menggunakan studi dokumentasi dan literatur. Data yang diperoleh kemudian dianalisis untuk disajikan secara deskriptif. Penelitian ini menunjukkan, bahwa nilai-nilai karakter yang terkandung dan dianalisis dalam pembelajaran Bahasa Indonesia, seperti kejujuran, kesopanan, toleran dan demokratis. Nilai kejujuran, pembelajaran Bahasa Indonesia harus mampu mengajarkan kepada siswa untuk membahasakan apa yang diketahui dan dialaminya sudah semestinya disampaikan dengan bahasa yang jelas dan apa adanya. Nilai kesantunan, melalui pembelajaran Bahasa Indonesia, haruslah mampu mengajarkan siswa untuk dapat memilih dan memilah kata sebelum menyampaikan pernyataan. Hal itu terlihat ketika siswa berbicara menggunakan pilihan kata, ungkapan yang santun dengan struktur kalimat yang baik. Nilai toleran, melalui pembelajaran Bahasa Indonesia dapat diwujudkan dengan terus menguatkan karakter santun. Jika bahasanya halus, santun, tentu yang muncul spirit toleransi. Kesantunan berbahasa dapat memperkokoh keakraban, dan menjadi alat mengurangi potensi perpecahan, intoleransi dalam interaksi personal maupun sosial. Nilai demokratis, melalui pembelajaran Bahasa Indonesia ditampilkan dengan sikap dan perilaku yang mencerminkan suatu kecenderungan seseorang dalam berperilaku, terutama menghargai orang lain berbicara. Pembelajaran Bahasa Indonesia haruslah berperan sebagai pelopor demokratisasi berkaitan dengan kebebasan dalam berekspresi antar individu dalam suatu masyarakat, seperti kebebasan untuk berkomunikasi.

Kata Kunci: Nilai-Nilai; Karakter; Pembelajaran; Bahasa Indonesia

Abstract

The purpose of this research was to analyze the character values contained in Indonesian language learning. The method in this research used a library research method or approach. Data collection techniques in this research used documentation and literature studies. The data obtained were then analyzed to be presented descriptively. This research showed that the character values contained and analyzed in Indonesian language learning, such as honesty, politeness, tolerance and democracy. The value of honesty, Indonesian language learning must be able to teach students to express what they know and experience, it should be conveyed in clear and candid language. The value of politeness, through Indonesian language learning, must be able to teach students to be able to choose and sort words before making a statement. This can be seen when students speak using word choices, polite expressions with good sentence structure. The value of tolerance, through Indonesian language learning can be realized by continuing to strengthen the polite character. If the language is smooth, polite, of course, a spirit of tolerance will emerge. Language politeness can strengthen intimacy, and become a tool to reduce the potential for division, intolerance in personal and social interactions. Democratic values, through Indonesian language learning are displayed with attitudes and behaviors that reflect a person's tendency to behave, especially respecting other people's speech. Indonesian language learning must act as a pioneer of democratization with regard to freedom of expression between individuals in a society, such as freedom to communicate.

Keywords: Values; Character; Learning; Indonesian Language

INTRODUCTION

After more than 10 years of character education being echoed by the Government of Indonesia, it turns out that character education is still a viral discourse that adorns and enlivens the world of Indonesian education. Character is a great topic of conversation in our education today. The echo of the character really shocked the public, especially the world of education (Lis Setiawati, 2015). Especially with the problems that have occurred recently, such as violence, conflict, riots, corruption, and manipulation. Meanwhile, the practice of deceit in the world of education ranging from cheating in exams to plagiarism, bullying, brawls between students, skipping school, disrespect for teachers, and many other deviant behaviors are actually issues of character. This indicates that the character of the Indonesian nation is now declining (Marlina & Wahyuni, 2020). The decline in the morals and character of the Indonesian nation is inseparable from the failure of the world of education in instilling goodness in students' personalities.

Therefore, the inculcation and internalization of moral values in an education must be applied consistently by prioritizing the importance of character education which incorporates fundamental elements of things that are upheld by society, such as manners, ethics, knowledge, attitudes and other moral actions. All of these elements must be made an important part of the world of education with the hope that it will be carried out based on high awareness. With the intention to be even more effective, instilling character values must be done early, so that it can have a significant impact on the child's personality in the future. In this context, schools as educational units have a big duty and responsibility in shaping the character of students in a better direction (Santika, 2018).

As an educational institution, schools have a strategic and fundamental role in building student character. To achieve this goal it is deemed necessary to formulate and apply concrete programs as a form of school participation and real contribution in efforts to shape student character. In addition to programs that can be said to be standard and generally accepted in many schools, there are actually many other alternative programs that can be implemented in the context of character building (Santika, Suarni, et al., 2022). One of the programs that schools can implement for character building is internalizing or instilling character values through existing subjects at school. One of the subjects that is considered appropriate for instilling character values is Indonesian language. The importance of internalizing character education through Indonesian language can be seen from its position for the nation and state.

Indonesian language is very important for students to learn, because Indonesian language is the national language which is the identity of the Indonesian nation. The growth and development of the Indonesian language is not only supported by the increasing number of users and areas of Indonesian language in Indonesia itself, but also has been widely used abroad. This is certainly encouraging and at the same time proud for the Indonesian nation as the owner of the Indonesian language. This fact should be the motivation and driving force to continuously improve the quality of Indonesian language as an increasingly modern language. The problem going forward is how to increase the role of Indonesian language, not only as a means of communication. But Indonesian language must also be able to play a role and function as a form of student character. So in the future the important role of the Indonesian language is a tool to shape personality and character (Santika, 2020).

In order for Indonesian language to have added value in efforts to shape student character through communication, learning must be an aspect that is of great concern. In its implementation, Indonesian language learning must contribute to the formation of student character. Through learning, the teacher has to encourage awareness of good and correct language for the users to become an important part of national character education. Therefore, the title raised in this research was Analysis of Character Values Contained in Indonesian Language Learning (Literature Study).

METHODS

The method used in this research used a library research method or approach. Literature study or literature used in this research was related to library data collection, reading, and writing what forms the basis of a study to be used as research material. The type of research used in this research was library research library research which in collecting research data collects data or scientific papers, which have the same purpose as the object of research or by collecting data of a literary nature. Literature is done by solving a

problem based on research that is relevant to what is being studied. So before conducting a review of library materials, researchers must know in advance about where the source or scientific information will be obtained. As for some of the information or sources used, such as books, journal texts or scientific papers, research results can be from the internet, or in the form of relevant theses, dissertations. Furthermore, it is used as a series of data development and assessment, from mature and in-depth secondary data sources in order to obtain appropriate results. Data collection in this research was carried out using documentation techniques and literature studies, namely reviewing several journals, books, theses, scientific works sourced from the internet as a source of information that can be studied according to the theme of this research. The data obtained was then analyzed to be presented descriptively.

RESULT AND DISCUSSION

It should be understood that almost all parts of human life are touched and covered by language. It is natural that language has become an inseparable part of the development of human culture from time to time. All activities carried out by humans in their daily lives are inseparable from the elements of language in them. The importance of language for human life requires how to preserve it through education. Through language education, culture and national character can be developed (Santika, Sujana, et al., 2022).

Language education as a culture and national character, is not only the duty and responsibility of language teachers, but the responsibility of all subject teachers because all teachers must use language. One of the things that can be done to improve student character education is by learning language (Triyanto et al., 2019). In education, Indonesian language learning has a central role in the intellectual, social and emotional development of students as a support for success in studying all fields of study, so that Indonesian language learning is expected to help students get to know themselves, their culture and the cultures of other people.

Judging from the point of view of character education, language is a mirror of a person's personality. This means that through the language spoken by a person, it can then be known what his personality or character is like (Santika, 2021a). A person's character can be seen from his language behavior, the way a person thinks is reflected in the language he uses. If a person's way of thinking is regular, the language he uses is also regular. Through linguistic data, we can find out the character of this nation. Thus, Indonesian language learning is a field that plays a strategic and fundamental role in shaping one's character. The role of language, especially Indonesian language for children, especially students, is needed, especially for speaking both orally and in writing, so that it can help children to shape their character.

Language is used by humans as a means of communication between one another. The use of language that tends to be rough is thought to have a negative impact on the formation of children's character. Vice versa, the use of soft and polite language is seen as an excellent capital for children's future learning capital. Therefore, we are often reminded to be careful in communicating with language because every time we speak, we are campaigning for something that is productive and constructive or even something that is destructive for the development of children's character (Wahyuni et al., 2022).

One of the things to get an education with noble values, morals, creativity, and having character according to the nation's culture can be obtained through the use of good language. As emphasized in the previous statement, Indonesian language has a strategic role in managing and creating the next generation that has added value. Indonesian language plays a role in shaping Indonesian character and personality through the use of Indonesian language such as speaking, listening, reading and writing using the correct Indonesian language. Therefore, the character values analyzed in language learning are specifically related to speaking skills. The character values contained in Indonesian language learning, namely:

Honesty. The character value analyzed in Indonesian language learning is honesty. According to the Big Indonesian Dictionary (KBBI), being honest means being straight in heart, not cheating, and honesty is being straight, sincere. Honesty is the language of the heart which is easy to say through the tongue, but difficult to apply through attitude and behavior. Reality shows that honesty is often covered up and hidden, so that it is never in accordance with words and deeds (N W Swarniti, 2019).

Honesty is the foundation of effective communication in building or establishing a healthy relationship. Honesty will create a pattern of good communication between everyone. It is only natural that Indonesian language learning is used as a means to instill honesty in students' personalities. In Indonesian language

learning, teachers must encourage students to always use language to convey honesty. For this reason students need to know what honesty is according to Indonesian language, how to convey honesty through Indonesian language, and what will be obtained if using honesty as a foundation in Indonesian (N W Swarniti, 2020).

The teacher must teach students that what they know and experience should be conveyed in clear and plain language (Santika, 2021b). The language used to convey an event should not cover up the actual incident. In practice and its application, legally the level of honesty of a person is usually judged by the accuracy of the confession or what someone said with the truth and reality of what happened (Chairilisyah, 2016).

Through Indonesian language learning, teachers must be able to provide a complete and comprehensive understanding to students, that honesty reflected in speech or statements is a moral obligation for humans to guard their tongues not to state anything but the truth. That honesty conveyed through his language will bring benefits not only to himself but also to others. With language that contains the character of honesty, peace will appear in the heart or mind. There is no need to feel overshadowed by guilt or fear, as a result of conveying lies in a language that is deliberately designed. Honesty conveyed through language will certainly give birth to other people's trust in students. So by yourself the trust of others is higher for honest people (N W Swarniti, 2021a).

The value of honesty contained in language learning can be seen when the teacher gives rewards and awards to students who are able to prove themselves honest. Through sentences or words given by the teacher whose direction is to motivate and strengthen students' honest character behavior. Here it can be seen that the teacher can provide reinforcement for the honesty of students with sentences or language, "it's amazing that your honesty will lead you to success in the future" or "your honesty is exemplary for your friends here". By using Indonesian language which intends to reward honest students, students will indirectly be encouraged to use language as a means of conveying events honestly.

Politeness. The next character value analyzed in Indonesian language learning is politeness. Polite words are subtle and good (politeness, behavior); patient and calm. Politeness is a rule of behavior that is established and mutually agreed upon by a particular society so that politeness is also a prerequisite agreed upon by social behavior (Santika, Suastra, et al., 2022). Politeness as an attitude can also be shown through language in communication. Language is the human ability to speak words or a communication system that creates interaction with other humans, so as to create cooperation or collaboration as social beings.

This politeness is usually always used in speaking and communicating with other members of the community which must be accompanied by manners and courtesy. Politeness connects language with aspects of social structure life as well as pre-agreed codes of behavior and ethics (Martaulina & Sianipar, 2021). In this case, the important position of politeness is as a link between language and social reality where politeness as a form of language use is always paired with social relations and its social role in society. Therefore, teachers must always teach students to use Indonesian language as a link between themselves and the social reality of their lives (Berta & Swarniti, 2020).

With the teacher teaching language politeness, actually from the point of view of student intelligence one, that is, it can increase the emotional intelligence of speakers. Because in communication using Indonesian language, speakers and listeners are not only required to convey a truth, but must remain committed to always maintaining harmonious relationships. (Santika & Sudiana, 2021). Thus, language politeness is politeness and delicacy in using language when communicating orally or in writing. For this reason, the teacher in the class must teach students to use language that is full of orderly manners, courtesy and contains high values of respect.

It is not surprising that a statement emerged, that the language used by students greatly determines their cultural behavior (Khatimah et al., 2022). This statement does contain a truth. For this reason, through language learning the teacher must teach students to choose words before delivering a statement. This will show that language learning has been able to shape students' personalities to be polite (Nasrudin et al., 2015). People who when speaking use word choices, polite expressions, good sentence structure indicate that the person's personality is good. On the other hand, if there are people whose personalities are actually not good, even though they try to speak properly, correctly, and politely in front of other people; at one time unable to cover up his bad personality so that the choice of words, expressions, or sentence structures that are not good

and not polite appears (Sumarna, 2015).

The value of polite character in Indonesian language learning can be found when students talk to their friends or teachers when expressing opinions or communicating. When conveying opinions to teachers or friends, do not use a high tone of voice. Because language with a high tone of voice can be interpreted as impolite language, even though the intention is only to straighten things out (Buka et al., 2022).

Even in expressing views or opinions, the value of courtesy is clearly visible in Indonesian language learning, such as greeting first. Before expressing opinions, students are first taught to say hello, whether it's good afternoon, good morning. Besides that, you can also say religious greetings, such as Assalamualaikum Warahmatullahi Wabarakatuh (Islam), Salam sejahtera bagi kita semua (Catholic), Shalom (Christian), Om Swastyastu (Hindu), Namo Buddhaya (Buddhist), and Salam Kebajikan (Confucianism). Through this greeting, it will show that students have respect for the people they invite as interlocutors. By speaking politely, communication will be established effectively and well. One way to assess student character is to pay attention to how they speak.

Equally important in politeness in language learning is never to interrupt other students' conversations. Allow friends to express their opinions clearly first. Politeness of students in language should provide opportunities for other students to express opinions. Therein lies politeness.

Tolerant. Another character value analyzed in Indonesian language learning is tolerance. Indonesian language learning which contains content of tolerance is a necessity in a pluralistic country like Indonesia (Santika & Suastika, 2022). Remembering in a multiethnic or pluralist society requires collective awareness to build a harmonious and peaceful life. Differences that develop in society need to be addressed with a spirit of mutual respect, tolerance and respect between individuals or groups. The representation of the Indonesian language which shows this attitude of tolerance needs to be studied to get a clear picture in building good diversity communication (Mustaqim, 2015).

Through Indonesian language learning of good quality, it should be free from the practices of racism and intolerant movements that are currently being actively exhibited by this country (N W Swarniti, 2021b). Indonesian language learning clearly means that learning in which there is interaction between the teacher and students must prioritize tolerance and respect for every difference. Thus the school as a place where differences thrive due to the presence of students, teachers, and other academics who come from various ethnicities, races, religions, customs, cultures, and makes the school a heterogeneous community (Suciartini, 2018).

To form a tolerant attitude in Indonesian language learning, polite characters in language must be strengthened. That's why through words or Indonesian language can be used as a basis for action. If the language is smooth, polite, of course, a spirit of tolerance will emerge. Language politeness can strengthen intimacy, and become a tool to reduce the potential for division, intolerance in personal and social interactions. Politeness, tolerance, and gentleness of language determine politeness, tolerance, and gentleness of action. In speech act theory, explaining utterances made by speakers in certain communication events are actions (acts or actions). This theory emphasizes that to say something is to do something (to say something is to do something). This is where the urgency of strengthening a tolerant character becomes strategically implemented in language learning (Hamidulloh, 2013).

Democratic. Another character value analyzed in Indonesian language learning is democratic. Democratic character is a way that arises from a person to think, behave, and act respecting the rights and obligations of others. Democratic character is very important in every student because with democratic character students will be able to socialize with the community (Mahardin et al., 2022). In relation to the formation of democratic and responsible citizens, teachers have a strategic and important role, namely to shape the character of students in everyday behavior. The process of Indonesian language learning is expected to be able to grow and develop democratic values.

In Indonesian language learning, the democratic characters that need to be displayed are attitudes and behaviors that reflect a person's tendency to behave, respect other people's speech, prioritize common interests, and participate in making decisions. In Indonesian language learning, teachers must be able to provide opportunities for students to express an opinion. Learning Indonesian must be able to reflect life in a democratic context that prioritizes communication. This is where Indonesian language learning plays a role as

a democratization effort related to freedom of expression between individuals in a society such as freedom to communicate, freedom to think, freedom to give opinion and associate and freedom to own and manage life (Ni W Swarniti, 2021).

Without Indonesian language learning with a democratic character, solidarity will not work well, respect for differences will fade away where it is struck by sheer egoism between individuals and groups. Positively Indonesian language learning with the aim of forming students' democratic character provides many benefits both morally and materially. The hope is that at school, students have democratic character and can implement it well. The formation and inculcation of democratic character in schools has an important role, which can be done through Indonesian language learning, so that democratic character exists in students, and can be implemented with full awareness.

CONCLUSION

Based on the discussion above, it was concluded that some character values are analyzed in Indonesian language learning, such as honesty, politeness, tolerance and democracy. The value of honesty, Indonesian language learning must be able to teach students that what they know and experience should be conveyed in clear and plain language. The language used to convey an event should not cover up the actual incident. The value of politeness through Indonesian language learning, here the teacher must be able to teach students to be able to choose and sort words before delivering a statement. This will be seen when students speak using word choices, polite expressions with good sentence structure. The value of tolerance through Indonesian language learning can be realized by continuing to strengthen the polite character. That's why polite Indonesian words or language can be used as a basis for action. If the language is smooth, polite, of course, a spirit of tolerance will emerge. Language politeness can strengthen intimacy, and become a tool to reduce the potential for division, intolerance in personal and social interactions. Democratic values in Indonesian language learning are shown by attitudes and behaviors that reflect a person's tendency to behave, especially respecting other people's speech. This is where Indonesian language learning plays a role as a democratization effort related to freedom of expression between individuals in a society such as freedom to communicate.

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