

**CHARACTER VALUES IN SHORT-STORIES COLLECTION BOOK BY
QURROTA AINI AND ITS RELEASE AS A LITERATURE READING MATERIAL
IN ELEMENTARY SCHOOL**

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ABSTRACT: *The government intensively implements character education because of the current condition of the young generation which is very concerning with the many cases of criminal acts committed by children. One effort that can be done to instill character education is through literary learning in schools. Schools need to provide quality reading material that contains character values. This study aims to find out the character values contained in the book collection of short stories by Qurrota Aini and their relevance as literature reading material in Elementary Schools. This research was a qualitative research with descriptive analysis. Data collection techniques used were library techniques, notes, interviews, and questionnaires. The data analysis technique used was interactive analysis proposed by Miles and Huberman. The instrument used to know the relevance of the collection of short stories by Qurrota Aini as reading material in elementary schools were by listing questionnaire questions and interviews. The speakers in the study were three elementary school teachers from SD Pahlawan Nasional Medan and thirty-three elementary school students. Based on the results of the study it can be concluded that there are thirteen character values contained in the two books of the collection of short stories by Qurrota Aini, namely religious values, honest values, disciplined values, hard work values, creative values, independent values, values of love for the country, values of respect for achievement, values friendly, peace-loving values, love reading values, social care values and values of responsibility. Based on the results of questionnaires and interviews with teachers and students, it can be said that the book collection of short stories by Qurrota Aini is very relevant for literary reading in elementary schools.*

KEYWORDS: Character Values, Short Stories, Reading Material

INTRODUCTION

The increasing juvenile delinquency in society has become a social phenomenon of the poor of the younger generation. Some evidence shows, KPAI noted that throughout 2016 there were 1000 cases of child abuse, the BNN in 2016 noted that there were 5.1 million drug users and 15,000 received every year, KPAI recorded 1,111 cases of pornography and cyber crime throughout 2011-2015, 767 thousand pornographic sites were blocked by the Ministry of Communication and Information during 2016, UNDP recorded 119 section deviation communities in 2014. This data shows the nation's confidence crisis and reports on the lives of nations and countries.

Unayah and Muslim (2015:122) stated that juvenile delinquency is now a cause of concern because it begins to show a shift that was originally just ordinary juvenile delinquency, now changing and starting to disturb society. This problem is a serious problem because it includes crimes involving the country's most valuable assets, namely children. According to Law No. 23 of 2002 cited by Suradi (2013: 185) that children are budding, potential, and the younger generation is the successor to the ideals of the nation's struggle that have a strategic role and have special characteristics and characteristics that guarantee the continuity of the existence of the nation and state in the future. This ultimately made the government aggressively implement character education starting from the early level (PAUD), elementary school (SD), junior high school (SMP), to college.

Various efforts can be made to instill character education in children at school. One of them is through literary learning that can be used as a character building for children. This is supported by the statement of the Director General of the Ministry of Education and Culture (Kemdikbud) Hilmar Farid quoted by Antara (2017) that the Ministry of Education and Culture would instill character education in schools through literature. According to Hilmar Farid literature helps children in the character education planting program in schools and this program will be tried in 2017. The Ministry of Education and Culture will also make several efforts to find, identify, and evaluate literary works that play a role in character building especially for elementary school students (SD).

Literary learning that contains character education can be done by students by appreciating literature. Aminuddin (2011: 36) also explained that appreciation of literary works can be done directly by students by reading literature. Direct activities can be realized by reading literature, understanding, enjoying and evaluating literary works in the form of short stories, novels, dramas and other literary texts.

Kecil-kecil Punya Karya (KKPK) is an example of children's literature written by children. KKPK is a series published by Mizan since December 2003. This label gives high appreciation and becomes a place for children to be able to work through writing. KKPK specifically publishes books written by children under 12 years of age. KKPK written by children produces stories that illustrate the daily lives of the world of children and use simple language. The KKPK authors who are still classified as children are free to express themselves in their work. Children with respective innocence, creativity and imagination try to communicate through the characters they create. The character values in it are conveyed through communication between groups.

Qurrota Aini is one of the writers of KKPK who won the MURI record as the youngest short stories collection writer when she was 7 years old. The researcher chose the book collection of *Kecil-kecil Punya Karya* (KKPK) by Qurrota Aini as the object of research based on several reasons. First, research on children's literature has not received too much attention. Secondly, Qurrota Aini is the best children's short story writer who won MURI records. Third, the book collection of short stories by Qurrota Aini is a best seller. Fourth, the collection of short stories by Qurrota Aini is thought to have the value of character education thus later the book collection of short stories is suitable to be used as reading material for elementary school children. Fifth, Marta (2014:111) revealed that short stories can be used as a comparison between stories and events in the lives of students who then change the negative things in the story into positive

values. With this, students can take directly the educational values of the character of the short story both implicitly and explicitly.

The research will be conducted by analyzing the character values in the collection book of short stories by Qurrota Aini and conveying the values of these characters. Research will also be carried out to see whether this collection book of short stories is relevant for reading material for children's literature in elementary schools. The collection book of short stories is a learning media that is close to students, the books taught should contain character values that can be emulated by students.

LITERATURE REVIEW

Short story

Kosasih (2003:222) revealed that short stories are stories which according to their physical form are short. The short size of a story is indeed relative. However, in general, short stories are stories that are read for about ten minutes or half an hour. The number of words is around 500-5000 words. Therefore, short stories are often expressed with stories that can be read in one sitting. Short stories are generally simple themes, the number of characters is limited, the storyline is simple and the background includes a limited scope.

Definition of Character Education

Warsono in Zubaedi (2011:7) argued that an advanced nation is not due to how long the nation has been independent, the population, or natural wealth, but because of the character of the nation. Developed countries have the character of honesty, discipline, hard work, responsibility, and tolerance for differences. Therefore, awareness emerged that encouraged the government to take the initiative to prioritize character development.

Griek cited by Zubaedi (2011:9) argued that character is a mixture of all human characteristics that remain, so it becomes a special sign to distinguish one person from another. Aqib (2011: 30) revealed that character is the values imprinted in us through education, parenting, experience, experimentation, sacrifice and environment which are intrinsic values that underlie attitudes and behavior. Thomas Lickona in Wibowo (2013: 12) suggested that character is "A reliable inner disposition to respond to situation in morally good way."

From the opinion of the experts above, it can be concluded that character is a mixture of all behaviors that are characteristics of a person reflected through words, actions, attitudes and thoughts both towards God, fellow human beings and the environment, so as to distinguish between one individual and another individual.

Character Values

The definition of character education and value has been described, it can be concluded that the value of character education is an effort made to influence, instill, and develop ethical values that have become normative standards or benchmarks that will have an impact on the lives of students. Various character values have been stated by experts, but the Ministry of National

Education state that there are 18 values of cultural education and national character, namely: religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, appreciates achievement, friendly/communicative, loves peace, likes to read, cares about the environment, cares for the social, and takes responsibility.

Reading Materials

Choosing interesting reading material is one of the tasks a teacher must do. Interesting reading material will motivate students to read seriously and will support students' understanding. One interesting reading material is reading material that is easy for students to understand, so reading is a fun activity and this is one of the objectives of the reading program.

Children are currently provided with a variety of reading materials. According to Kaldum (2016: 11) reading material can be in the form of textbooks, scientific books, newspapers, magazines, pamphlets and others. All reading materials have the opportunity to be used as reading material. However, all the reading material is not known to be feasible or not to be used as reading material.

Harjasujana and Mulyati cited by Kaldum (2016:11) revealed that, to determine whether or not a reading is appropriate for reading material for students is a material for reading discourse. The intended reading is a measure of whether or not a particular reading is appropriate for the reader. According to Kaldum (2016: 13) to choose reading material teachers should identify the cultural context in the environment of students and the community. Materials must be attractive to students.

METHODOLOGY

This research is a qualitative study which examines short-story collection book of *Kecil-kecil Punya Karya* entitled *Nasi untuk kakek* and *Chocolate Milk* by Qurrota Aini. The research was conducted using descriptive method. The data was analyzed to be interpreted qualitatively with the existing theory. The book collection of short stories used was a collection of November 2016 printed short stories published by Mizan Media Utama. Then, to find out the relevance of character values in the book collection of short stories as reading material, 3 teachers were taken from SD Pahlawan Nasional Medan and 33 students were respondents in the study. Data collection sources in this study was done using purposive sampling. The position of the researcher as an instrument serves to determine the focus of research, choose informants as sources of data, conduct data collection, assess the quality of data, analyze data, interpret data and make conclusions on its findings. The data collection techniques used in this study were questionnaires, interviews and literature studies. The researcher gave questionnaires to 3 teachers and 33 students at Medan National Hero Elementary School to find out the relevance of character values in *Kecil-kecil punya Karya* short story collection book as literature reading material in Primary school. In addition, the researcher also conducted interviews with 3 teachers to better support the relevance of character values in the collection of *Kecil-kecil Punya Karya*. Data that has been collected through the results of interviews, literature review, notes and questionnaires that are considered to be able to support research will be grouped to

be classified and analyzed based on the interest in the research. To find out the validity of the data in the study, theory triangulation was used.

DISCUSSION OF RESEARCH RESULTS

Character Value in the Book Collection of Short Stories by Qurrota Aini

1. Religious

Religious value are many delivered in the short stories by Qurrota Aini. In addition to basing on the results of the analysis, this is also proven by the results of interview that one of the values contained in the short stories collection by Qurrota Aini is religious value. The first religious value is thankful. According to Strak and Glok cited by Mustari (2014) one of the substances that can develop humans to become religious is to possess religious experience such as being thankful. This character value is seen in the following quote.

Marsa yang melihat perbuatan Nisa terkagum-kagum. "Kenapa kamu memberikan makan kakek itu, Nisa?" Tanya Marsa. Supaya kita diberi nikmat yang lebih banyak oleh Allah dengan cara bersyukur. Karena ternyata masih banyak orang yang susah" jawab Nisa. (Quotes from short stories "Nasi untuk kakek" page 18-20).

The quote above shows a child who gave food to a beggar. She was pitying an old man, his body was slim, wrecked clothes and all. At that time Nisa did not have money, whereas her parents were at home.

The second religious value is pray (*Shalat*). This religious value can be seen from the following quote.

Satu jam kemudian, mereka sudah sampai di pintu masuk. Hah, cepet banget??? "Wahhh ...! Bangunannya besar banget!" Shera berdecak kagum. Papa mengajak Shera untuk shalat dulu, karena sudah waktunya magrib. Beberapa menit kemudian, mereka selesai shalat. Langsung saja Shera berlari ke sebuah stan. Papa dan mama menyusul Shera. "Enggak sabar, ya?" mama mendekati Shera yang sedang asyik membolak-balikkan sebuah buku. Setelah berputar-putar dan membeli beberapa buku, mereka Shalat Isya. (Quotes from short stories "Atur Waktu Dong!" page 43).

The quote above tells a kid named Shera who was going with her parents to purchase a book. They arrived at the destination when Magrib pray called due to the rush hour. Although they have arrived at the location that was very far and a rush hour they still performed five time prays.

The third religious value in the short story is *do'a* (prayer). This religious value can be seen in the following quote.

Saat Risani maju, penonton sudah mulai menyorakinya. Risani menjadi tegang dan sedikit gemetar. Karena itu, sebelum membaca puisi, Risani berdoa dalam

hati. Ya Allah, bantulah aku, jangan biarkan penonton terus menyorakiku dan berilah aku keberanian. (Quotes from short stories “Kemenangan Risani” page 37).

When Risani stepped forward all the friends cheered her, she was tense and trembling. However, one thing that should be exemplified from Risani is that she did not forget to pray for help from God and hopes to win. When Risani won she also did not forget to be grateful by saying Alhamdulillah when Allah answered his prayer.

The fourth religious value is wearing a hijab. This religious value can be seen in the quote below.

Menurut Mama, sekolah tersebut cukup bagus dibandingkan dengan sekolah yang lebih dekat dengan rumah mereka. Bagusnya karena SD Harapan Mandiri murid perempuannya memakai jilbab. (Quotes from short stories “Sekolah Baru Leslie” page 43).

The first quote above explains about Leslie who just graduated from Ar-Rahman Kindergarten and will enter elementary school. Leslie's mother really wanted Leslie to wear a hijab during school. At first Leslie disagreed with her mother's wishes because she felt hot wearing a hijab, especially when she went to school in the afternoon. However, over time she began to get used to it. This shows that children who wear headscarves since childhood will gradually get used to adulthood.

The fifth religious value is spending/disbursement (*infaq*). This religious value can be seen from the following quote.

Di dalam kamarnya, Rafifah menghitung berapa uang yang didapatnya. Seribu ... dua ribu, tiga ribu ... empat ribu ... lima ribu ... enam ribu, tujuh ribu ... delapan ribu, sembilan ribu, se ... puluh ribu ... sebelas ribu!!!
“Alhamdulillah, dapat sebelas ribu!” seru Rafifah girang. Dia nyaris berteriak saking senangnya. Uang itu rencananya akan dibuat infak dan sebagian lagi untuk ditabung, serta ... buat jajan, dong! (Quotes from short stories “Puas, Gitu Loh!” page 96).

The above quotation explains about a child named Rafifah who is good at drawing, she sells her drawings to her friends. She put aside some of the money from selling the picture to be infused because in the next five days Ramadhan will arrive. Quotes in this short story can teach children that charity is not only from the leftover allowance given to parents, but we can do something that can generate money and that money can be used for charity and savings.

2. Honest

The honest character conveyed in the short story can be seen in the quote below.

Di kelas, Ahmad langsung menemui ibu Nina sebelum pelajaran dimulai. Bu, tadi waktu saya bermain, saya menemukan uang yang terjatuh,” kata Ahman sopan sambil memberikan uang itu kepada bu Nina.
“Kamu menemukan di mana, Ahmad?”

“Di lapangan bulu tangkis, Bu.”

Bu Nina kagum pada kejujuran Ahmad. Lalu, beliau mengumumkan kepada murid-murid, “Siapa yang kehilangan uang?”

(Quotes from short stories *“Hadiah Kejujuran”* page 28).

Honest behavior is shown by Ahmad's figure. Ahmad is a second grade elementary school student. At that time Ahmad was playing badminton with Ali. Suddenly Ahmad saw money had fallen. Ahmad immediately took it.

3. Discipline

The value of discipline is conveyed in the short story of *Dapat Bintang Meski Telat* as quoted below.

Setiap hari dia bangun pagi, tetapi mobil jemputannya yang sering telat. (Quotes from short stories “Dapat Bintang Meski Telat” page 27).

Setiap Senin, tidak ada murid yang boleh telat karena ada upacara bendera. Kalau telat, akan dihukum. Lalu, setiap Senin, sekolahnya juga memberikan bintang kepada setiap anak yang tidak telat. Kalau bintangnya sudah terkumpul banyak, bisa ditukarkan dengan berbagai macam hadiah yang lucu. (Quotes from short stories “Dapat Bintang Meski Telat” page 28).

Based on the above quotation, the character value of discipline is reflected in the figure of Shirin who usually got up early so she was not late for school, but her pickup car that often came late made Shirin to arrive late. She wanted to get a star if it arrived on time, the star can be exchanged for various kinds of prizes. Giving stars and gifts to children who are not late to school is a good award and will motivate students to arrive on time.

4. Hard Work

Below is a quote that shows the character of hard work in a short story entitled *Chocolate Milk*.

Ani adalah anak yatim. Ayahnya meninggal setahun yang lalu akibat tertabrak mobil ketika pergi ke Semarang. Sejak menjadi anak yatim, Ani harus membantu mencari nafkah untuk mamanya. Sepulang sekolah, Ani membantu mamanya menjual kue basah di kampung. (Quotes from short stories “Chocolate Milk” page 23).

The quote above shows the nature of Ani's hard work to help her mother earn a living. Ani is a second grader in elementary school, Ani, the third child of three siblings. Her first brother was married and her life was difficult, while her second brother dropped out of school and left home. Even though her family was in a difficult situation, Ani was not desperate to live her life.

5. Creative

Below is the quotation from the short story.

Nenek pun mengerti permasalahan Jilly. Lalu nenek bertanya pada ibu, “Apa makanan yang disukai Jilly?”

“Jilly sukanya makan apel. Kemarin aja, waktu ke toko buah, dia langsung minta dibelikan apel.”

“Kalau begitu, sekarang kita belikan dia apel. Nah, sewaktu dia memakan apel itu, giginya pasti nyangkut di apel, karena apel itu kan, keras,” kata nenek sambil menjentikkan jarinya.

(Quotes from short stories “*Nyangkut di Apel*” page 19).

The above quote shows another creative idea than usual to pull teeth. In general, children will be afraid when their teeth will be revoked because besides a little pain, bleeding is also the effect.

6. Independent

Independent means to stand alone. The value of independent character is indicated by the character Ani in the *Chocolate Milk* short story. Below is a behavior that shows Ani's independence.

Akhirnya, Ani bikin susu coklat sendiri, tanpa sepengetahuan mamanya. Tapi, susu coklat ini bukan untuk dirinya, melainkan untuk mama yang sedang sakit.

(Quotes from short stories “*Chocolate Milk*” page 24).

The above quote shows the independence of Ani who can make her own milk. Usually Ani's mother made Ani milk before going to school, but that day her mother was sick. Mother did not expect that Ani could make her own chocolate milk without mother's help and it turned out that milk was made for mother not for Ani

7. Patriotism

Patriotism is a sense of pride, respect and loyalty to the country which is reflected in a person's behavior by defending, willing to sacrifice, guarding and protecting its homeland. Below is a quote from the short story.

Kalian pasti tahu kapan merdekanya Indonesia, ya kan? Yup, 17 Agustus. Untuk memperingati hari kemerdekaan itu, biasanya ada perlombaan. Perlombaaan itu dinamakan lomba Agustusan. Di kompleks tempat tinggal Shira pun seperti itu. Ada lomba tarik tambang, makan kerupuk, baca puisi dan lomba lari. Shira berencana ikut lomba tarik tarik tambang. (Quotes from short stories “*Berani Kalah*” page 9)

Based on the above quotation, it appears that Shira will take part in the tug of war competition with her group friends to celebrate Indonesia's birthday. The above quote can be a lesson for children that many ways can be done to realize the form of our love for the homeland.

8. Achievement Appreciation

Appreciating achievement consists of two words, namely respect and achievement. Appreciating means respecting or giving price and achievement is the result that is achieved or done. Below is a quote from the short story.

“Selamat ya, kalian menang!” kata Shira memberi selamat kepada kelompok Ertamirania sambil menyalami Erika. “Hebat, lho! Kalian bisa mengalahkan

kami! Selamat, ya!” kali ini Vania dan Fira memberi selamat, disusul Lola, Anya, Lyssa dan yang terakhir Minnie. (Quotes from short stories “Berani Kalah” page 15)

Quotes from the short story above can provide lessons for children that we must respect and recognize the success of others. The will to recognize the success of others does not indicate that we are weak and low. It is precisely this attitude that shows that we are big-hearted people. The defeat can be made into another spirit to try better. It is not good to hold grudges or shirk on the success of others.

9. Friendly/ Communicative

Kemdiknas (2010:10) states that friendly/communicative is an action that involves feeling happy, talking, associating, and cooperating with other people. Below is a quote from a short story that shows friendly/communicative behavior.

Setelah ulangan umum, anak-anak libur satu minggu. Rencananya, Shelly akan mengajak sahabat-sahabatnya berkemah di hutan yang kebetulan dekat dengan rumahnya. Shelly juga menelepon Zayla, Lydia, Aster dan Lily. (Quotes from short stories “Berkemah? Siapa takut!” page 60)

The above quote tells about Shelly going to camp with her friend in the forest. A lot of fun happened when they camped. The above quote shows a happy attitude to get along with going with friends.

10. Love Peace

Kemdiknas (2010:10) states that peace is attitude, speech, and action that causes other people to feel happy and safe in their presence. Peace-loving character is in the short story of *Kemenangan Risani*, the following is the quote.

Sally, Lita dan Lina memberi selamat kepada Risani dan meminta maaf karena selama ini telah mengejek Risani. Risani dengan jiwa besar memaafkan mereka. Risani juga memeluk teman-temannya satu per satu dengan penuh rasa maaf yang benar-benar ikhlas. (Quotes from short stories “Kemenangan Risani” page 40)

Based on the above quotation, it appears that Risani forgave her friends who used to mock her. Risani's willingness to accept her friends' apologies showed peace-loving behavior by not holding a grudge. Although, before Risani's friends said that her voice was ugly like a train and not pitched. However, Risani still wanted to take part in the poetry reading competition and she actively practiced. Finally Risani won in the competition, all her friends could not believe this and apologized for their actions which had underestimated Risani. This short story can teach children that we must support and encourage friends if they want to do something positive and not make fun of it. We must avoid conflict with friends and love peace.

11. Bookworm (Love to Read)

Reading as a hobby is shown by a character named Jilly in the short story entitled *Nyangkut di Apel*. The reading hobby is seen from Jilly who owns a mini library at her house. This can be proven from the quote below.

“sepertinya Ibu capek banget, ya!” kata ibu lagi. “Hufff ... ya jelas ibu capek! Perjalanannya aja, selama sebelas jam!” jawab Nenek Adelia. Beliau mulai menyeruput tehnya. “O iya, Jilly mana?” tanya nenek. “Jilly lagi baca buku di perpustakaan,” jawab ibu. (Quotes from short stories “Nyangkut di Apel” page 18)

Based on the above quotation, it can be seen that someone who likes to read besides spending his time reading, makes reading as a daily routine, some people who love to read will also provide a special room in his house which is made like a library to put all the books he has read. and become a space for him to read.

12. Social Care

Other social caring characters are in the short story *Pelajaran dari Kolam Renang*. Below is a quote from a short story.

Karena melihat Marsella yang langsung nyebur, Melissa mengingatkan, “Kok, kamu langsung nyebur, sih? Nanti, kamu kram, loh!”
“Ah, ngapain. Aku kan perenang hebat! Aku pernah juara renang saat kelas satu SD,” kata Marsella sambil terus berenang.
Alhamdulillah Lindsay, Julie, Kyra, Melissa, dan Kanice tahu kejadian itu. Mereka langsung bergegas menghampiri Marsella. Tanpa pikir panjang, mereka langsung nyebur ke dalam kolam renang. Tangan Marsella ditarik Lima Sekawan dan diseret ke pinggir kolam. (Quotes from short stories “Pelajaran dari Kolam Renang” page 81)

Based on the above quotation, we can see the form of social care attitude shown by five friends. Reminding each other about a good thing and helping a friend who is in a difficult situation is a form of social care.

13. Responsible

Responsibility is the attitude and behavior of a person to carry out their duties and obligations carried out both on themselves, society, environment, social, culture, country and God. This can be proven from the quote below.

begitu sampai di ruang tamu ...
“Mau apa kamu ke sini?!” seru Melanie galak.
“Tung ... tunggu dulu ... ini ... buatmu,” kata Shania sambil menyerahkan sebuah bungkus. Melanie memandangnya heran dan segera mengeluarkan isinya.
“Choco Ball? Aku juga punya ... Tango? Nyam-nyam? Apel? Susu? ... lho, ini, kan, kertas file yang kuminta tukeran, tapi kamu enggak kasih ... ini juga pensil yang aku inginkan ...;” kata Melanie dengan bingung, “Ada apa, sih, Shan?”
“Maaf, aku ... benar-benar payah ...,” kata Shania dengan suara pelan.
“Ada apa sih, sebenarnya? Ayo, bilang sama aku, dong ...,”
“Bukunya ... ada di rumahku ...,” kata Shania semakin pelan.
“KENAPA BEGITU, HAH?!” seru melanie tiba-tiba begitu mengetahui yang sebenarnya, dan melanie pun berlari-lari mengejar Shania.
“Aku, kan sudah ngaku salah, Melanie!!!” seru Shania sambil berlari-lari menjauh dari Melanie ... (Quotes from short stories “Sama-sama Salah” page 52)

Based on the above quote, Shania was afraid to tell Melanie the truth, but Shania still ventured to come to Melanie's house to apologize and tell the truth to Melanie. This short story teaches children that we must dare to bear all the risks of the words and deeds we do. Even though we are afraid of the mistakes we make we must say honestly and bear the risk. This short story also teaches children not to accuse someone before we can prove their guilt.

The Book Relevance of the Collection of Short Stories by Qurrota Aini As Literary Reading Material in Elementary Schools

Results of Need Analysis

Search results from the questionnaire given to the teacher, found so far the teacher uses a collection of fairy tales as literature reading and learning material, the teacher also uses textbooks or student textbooks, books in the library and literature learning videos. In the results of the needs analysis, it was also seen that two teachers knew the book collection of short stories by Qurrota Aini and one teacher had never known the book. The three teachers also stated that they needed a collection of short stories by Qurrota Aini. The teacher stated that the book collection of short stories by Qurrota Aini can be used as literary reading material for students, it can also be used in learning or when students are finished learning to read this book. Other opinions also stated that this book has its own color that can attract children. Another opinion also states that this book is needed because it will be directly related to the formation of human characters or students.

In the questionnaire analysis of the needs given to students, it was found that 90% of students like to read short stories, short stories theme that children like are friendship by 13% and 14% adventure, reading sources that have been used 66.7% from school books. Students also stated that the short stories they read from school books were normal and some said they were boring. Students also stated that they felt there was a need for other sources that could be used as reading material. Below is a list of questionnaires for student search results.

Results of Teacher Response to Short Story Book Collection

The assessment of the teacher's response to the book of short stories was conducted by Bedi Retina, S.Pd., Muhammad Ishak, S.Pd. and Paridah, S.Pd. who is an Indonesian language teacher at SD Pahlawan Nasional. This response was made to get information about the relevance of short stories book collection by Qurrota Aini as literature reading material in Elementary Schools. The results of the Indonesian teacher's response to the book collection of short stories by Qurrota Aini can be seen in the table below.

Table 1. Data on Indonesian Teacher Responses

No	Statement	Average Score (%)	Criteria
1	The storyline in the short stories by Qurrota Aini fits the lives and development of children.	83	Very good
2	Short stories provide a picture of the child about the problems of life and problem solving.	75	Good

3	Short stories can motivate children to do good to friends and others in the surrounding environment.	92	Very good
4	Short stories can motivate children to diligently worship.	100	Very good
5	Short stories can influence children to be honest and responsible.	100	Very good
6	Short stories teach children to avoid hostility and instill peace-loving behavior	100	Very good
7	Short stories can foster friendly behavior by having good communication with others.	92	Very good
8	Short stories can influence children to become independent individuals.	83	Very good
9	Short stories motivate children to become disciplined and hard-working individuals.	92	Very Good
10	Short stories can motivate children to be creative and dare to express their ideas.	75	Good
11	Short stories can influence children to become individuals who want to acknowledge the success / achievements of others.	92	Very Good
12	Short stories can grow to love reading in children.	92	Very good
13	Short stories can foster the love of the country.	75	Good
Average Total Score		89	Very Good

The results of the teacher's response to the book collection of short stories by Qurrota Aini as literature reading material in Elementary Schools have an average percentage of 89% with very good criteria. This means that the book collection of short stories by Qurrota Aini can meet the needs of reading and learning materials for elementary school students.

Results of Student Response to Short Story Book Collection

The book collection of short stories by Qurrota Aini is very relevant to be used as literature reading material for children, this can be proved by the questionnaire responses given to 33 students at SD Pahlawan Nasional. Questionnaire is proven by a Likert scale test consisting of 15 questions questionnaire. All qualitative data in the form of statements that strongly agree, agree, disagree and strongly disagree are converted into quantitative data on a scale of 1 to 4. Then, calculate the percentage for each indicator against a collection of short stories by Qurrota Aini. The results of student responses to the book collection of short stories by Qurrota Aini as literature reading material in elementary schools are as follows:

1. Results obtained from 33 students 7 students (21.2%) who answered strongly agreed who were happy to read short stories by Qurrota Aini, 26 students (78.8%) answered agree.
2. 25 students (75.8%) answered strongly agree that the book display of short stories by Qurrota Aini were interesting, 8 students (24.2%) who answered agree.
3. 21 students (63.6%) answered strongly agree that the language used in Qurrota Aini's short stories was easy to understand, 12 participants (36.4%) answered agree.
4. 8 students (24.2%) strongly agreed that they had experienced the same thing as told in the short story, 24 students (72.7%) answered in agreement, 1 student (3.03%) answered disagree.

5. The results obtained from 33 students 25 students (75.6%) answered strongly agree that the short stories by Qurrota Aini added knowledge, 8 students (24.2%) answered agree.
6. 23 students (69.7%) answered strongly agree that the short stories by Qurrota Aini motivated to love reading, 10 students (30.3%) answered agree.
7. 26 students (78.9%) answered that they strongly agree that the short stories by Qurrota Aini motivated them to diligently worship, 7 students (21.1%) answered agree.
8. 24 students (72.7%) answered strongly agree that Qurrota Aini's short stories encouraged to be honest and responsible children, 9 students (27.3%) answered agree.
9. 21 students (63.4%) answered that the short stories by Qurrota Aini influenced them to be creative and brave to present ideas, 12 students (36.4%) answered agree.
10. 23 students (69.7%) answered that they strongly agree that the short stories by Qurrota Aini motivated them to be discipline and work hard in achieving their dreams, 10 students (30.3%) answered agree.
11. 15 students (45.5%) answered strongly agree that the short stories by Qurrota Aini encouraged them to become independent children, 18 students (54.5%) answered agree.
12. 21 students (63.6%) answered that they strongly agreed that the short story by Qurrota Aini encouraged them to have a loving nature in the country, 12 students (36.4) answered agree.
13. 11 students (33.3%) answered strongly agree that the short stories by Qurrota Aini influenced to acknowledge the success or achievements of other people, 22 students (66.7%) answered agree.
14. 19 students (57.6%) answered strongly agree that the short stories by Qurrota Aini invited them to love friends and avoid hostility, 14 students (42.4%) answered agree.
15. 29 students (87.9%) answered strongly agree that the short stories by Qurrota Aini invited to care about friends and people around our environment, 4 students (12.1%) answered agree.

Based on the data on the results of the questionnaire responses given, it can be concluded that students give positive responses or responses to each indicator or statement thus the book collection of short stories by Qurrota Aini is relevant for literary reading. This is also evidenced by the percentage of the overall response indicators of 85.5% with very good category.

Results of Interviews with Teachers

Based on the results of interviews about the relevance of the book collection of short stories by Qurrota Aini in the three speakers above, it was concluded that the collection of short stories by Qurrota Aini was relevant for literary reading in elementary schools because they had several supporting things. First, the language used by the short story is interesting and easy to understand, children and children can take lessons from short stories which are good things that can be imitated and which are bad things that must be taught to not be imitated. Second, this short story by Qurrota Aini taught about goodness in children which is reflected in the character or behavior of the characters, such as religious values, honesty values and independence values. Third, three speakers agreed that the short story was used as a reference for children's literature because it added insight. So far we have found very little children's literary works and what people have in mind about literature is more identical to novels intended for adults. Fourth, the three speakers agreed that the short stories by Qurrota Aini were used as references in schools because besides being reading material, they could also be used as teaching materials for teachers. Fifth, the three speakers agreed that literature,

especially short stories, could be used as a means to develop character education. This is because literature tells about life that can add insight and figures in short stories have character or character that can be imitated by children. The good character played by the character is expected to influence the reader and bad character is used as a lesson not to be imitated.

The three speakers agreed that literature, especially the book collection of short stories by Qurrota Aini, could be used as a means to develop character education because literature and character education are two interconnected things. Literature basically tells about life and directly related to humans and the formation of their characters. In literature, especially short stories by Qurrota Aini, there are many stories about the daily lives of children played by characters. Stories of daily experiences can be used as learning in children and characters who have good character can deliver positive values on children's personality.

CONCLUSION

Based on the discussion of the results of the research described in the previous chapters, it can be concluded that the character values in the book collection of short stories by Qurrota Aini and their relevance as literature reading material in elementary schools are as follows:

1. The book collection of short stories by Qurrota Aini has 13 character values. Religious value is the most dominant character value found. Based on the analysis of the two books there is religious character value with 17 data, honest character value 4 data, disciplinary character value 3 data, hard work character value 4 data, creative character value 5 data, independent character value 3 data, patriotism character value 1 data, achievement appreciation character value 1 data, friendly character value 4 data, love peace character value 1 data, bookworm character value 4 data, social caring character value 3 data, and responsibility character value 1 data.
2. The results of the questionnaire data can be concluded that the book collection of short stories by Qurrota Aini is relevant for literary reading for elementary schools. Questionnaires given to teachers and students are proven by using the Likert scale test. Teachers and students respond positively to each questionnaire indicator. The results obtained by the book collection of short stories by Qurrota Aini are used as reading material with a percentage of 89% of the results of teacher responses and 85.5% of the responses of students with very good category. Based on the results of interviews, the book collection of short stories by Qurrota Aini is relevant for literary reading in elementary schools. Based on the results of interviews with the informants, it is concluded that the language used by the short story is interesting and easy to understand for children and children to take lessons from short stories where good things could be imitated and bad things that had to be taught to not be imitated. This short story by Qurrota Aini teaches about goodness in children which is reflected in the character or behavior of the characters, such as religious value, honesty value and independence value. The collection of short stories by Qurrota Aini is used as a reference for children's literature because it adds insight. The collection of short stories by Qurrota Aini is used as a reference in schools because besides being reading material, it can also be used as teaching material for teachers and can be used as a means to develop character education.

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