

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi peran karya sastra anak dalam pembentukan karakter bangsa untuk pendidikan usia dini pada tingkat Taman Kanak-kanak dan Sekolah Dasar (kelas 1-3). Dengan menggunakan metode observasi, survei dan kajian pustaka diperoleh kesimpulan bahwa karya sastra dan kegiatan bercerita belum dimanfaatkan secara optimal dalam pendidikan karakter. Permasalahan yang muncul adalah model pembelajaran yang digunakan cenderung bersifat otonomi dan mengutamakan ranah kognitif, padahal pembelajaran karakter seharusnya menyentuh ranah afektif. Oleh karena itu ditawarkan panduan pemilihan buku cerita dan model pembelajaran integratif yang dapat dijadikan salah satu acuan bagi pendidik untuk menerapkan pendidikan karakter melalui sastra anak di sekolah-sekolah. Uji coba terhadap model yang dihasilkan menunjukkan keberterimaan model panduan pemanfaatan cerita anak dalam pendidikan karakter di Taman Kanak-kanak dan Sekolah Dasar. Namun demikian, keberhasilan implementasi model panduan ini sangat ditentukan oleh peran guru yang sangat dominan mengingat guru dituntut memiliki kemampuan bercerita yang baik agar cerita anak dan nilai karakter yang termuat di dalamnya dapat tersampaikan kepada anak didik. Di samping itu, dukungan dari sekolah dan lingkungan sekitar serta orang tua turut menentukan keberhasilan pendidikan karakter itu sendiri.

Kata kunci: *sastra anak, pendidikan karakter, pendidikan usia dini, model pembelajaran*

ABSTRACT

This study is aimed at exploring the role of children's literature for character building in early childhood education in kindergarten and elementary school (Grade 1-3). Applying the method of observation, survey dan textual analysis, this study reveals that children's literature and storytelling activities have not been fully implemented in character education in Indonesia. One significant problem was that different schools implemented different instructional models and focused more on cognitive skills instead of affective skills, which is the domain of character building education. Therefore, this study offers a guideline as well as integrative instructional method for teachers as an alternative in implementing character education through the use of children's literature in schools. The experiments on the teaching guideline provided showed the high acceptability of using children's literature for character building in class sessions at Kindergarten and Elementary School. Nonetheless, the success of this guideline of character building implementation mostly depends on active participation of the teachers. As this study observed, teachers played the biggest role in conveying the story of children's literature provided as well as ensuring the transfer of character values intended. Furthermore, supports from the schools and immediate environment as well as the parents also greatly influenced the success of character education.

Keywords: *children's literature, national character building, early childhood education, instructional model*