



## CHARACTER-BASED LANGUAGE AND LITERATURE LEARNING

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ARTICLE INFO	ABSTRACT
<p><b>Article History</b></p> <p>Receive : 03-05-2025</p> <p>Revision : 03-06-2025</p> <p>Accept : 25-10-2025</p>	<p>Character-based language and literature learning aims to integrate the mastery of language skills with the rivation of character values that support the formation of cultured and dignified individuals. The teaching of the Indonesian language focuses on developing oral and written communication skills, cultural understanding, and strengthening national identity. Meanwhile, literature learning offers aesthetic and educational experiences that enrich students' moral insights and empathy through the exploration of literary works. The character-based approach in this learning emphasizes the importance of developing values such as responsibility, honesty, tolerance, and compassion, aligned with the stages of students' moral development. In addition to enhancing technical competence in language and literature, this learning also aims to foster students' creativity, critical thinking skills, and cultural appreciation. This study employs the Library Research method, involving a series of activities such as data collection from library sources, reading, and managing materials relevant to the research.</p>
<p><b>Keywords</b></p>	<p>Language Learning, Literature Learning, Character Education.</p>

### 1. INTRODUCTION

Indonesian language education encompasses knowledge and application of the Indonesian language as an efficient means of communication, while also developing the ability to think critically and reflect deeply by interacting with various types of texts and examining the cultural context present in Indonesia. The aim of this learning process is to enhance students' ability to communicate effectively and accurately, both orally and in writing. As a result, students will not only be able to use the Indonesian language for communication, but also as a tool to organize and express ideas coherently. The main goal of learning the Indonesian language is to develop students' skills in listening, speaking, reading,

and writing. They are taught to understand and analyze various types of texts, such as narrative, descriptive, expository, and argumentative, while also learning the structures, linguistic features, and underlying meanings of those texts (Ani Sri Mulyani. Laesti Nurishlah, 2021).

This learning also emphasizes the importance of encouraging students to use vocabulary, grammar, spelling, and punctuation correctly and appropriately based on context. They are guided to recognize the importance of using standard and effective language in various communication situations. Furthermore, learning English allows students to develop an appreciation for the beauty and function of language in everyday life. Students are given the opportunity to express

themselves creatively and authentically through writing and speech. In this process, they learn to develop ideas, organize content, and communicate their thoughts and emotions clearly, logically, and engagingly. This approach not only enhances students' language skills but also fosters critical thinking and increases their confidence in communication.

Learning Indonesian is not only about mastering grammar and spelling; it also focuses on the development of critical thinking, effective communication, and understanding the culture and identity of the nation. The goal is to produce individuals who are not only proficient in the Indonesian language but also capable of analytical and creative thinking, while fostering strong social relationships. Indonesian as a means of communication serves as an important tool for building social relationships, conveying ideas, and addressing problems in a logical and organized manner. More than just a skill, this learning encourages students to understand the cultural values and traditions of Indonesia, allowing them to respect diversity and preserve the cultural wealth of the nation.

Studying the Indonesian language also paves the way for broader educational and career prospects. With good language skills, students can express ideas clearly and accurately in various contexts, using both oral and written communication. This gives them a competitive edge in the job market, as well as the ability to continue learning and developing in various fields. Additionally, a deeper understanding of culture and national identity fosters a sense of pride and affection towards the country, which is essential for actively participating in societal progress.

Learning the Indonesian language also plays a role in helping to shape students into responsible, tolerant, and cultured individuals. By studying literary texts, local cultures, and the noble values of the nation, students are invited to recognize and appreciate their cultural roots. This not only strengthens their identity as Indonesian citizens but also equips them with the ability to become open-minded and adaptive individuals in facing global challenges.

Overall, learning the Indonesian language

serves as a means for the holistic development of students' potential. Through language proficiency, cultural understanding, and character development, students are not only equipped with practical skills but also an understanding of the importance of their role as a skilled, cultured future generation of the nation, capable of adapting to the dynamics of modern life.

Literature in the realm of character education is in line with the goals of the 2013 Curriculum, which emphasizes the development of students' attitudes and character. Learning in this curriculum era is more oriented towards a scientific approach, inspiring students to think critically, explore new ideas, and enhance their creativity. (Sagala et al., 2022a). Since the 2011/2012 academic year, the Ministry of National Education has mandated character education as an important component in learning, starting from early childhood education (ECE) to higher education through three main approaches: (1) integration within subjects, (2) integration in local content, and (3) self-development programs. In this context, character education is delivered through the learning of the Indonesian language and literature, especially through literary content that emphasizes character values.

Character-based literary texts are literary works that contain the values of character education that can be felt by students after understanding and analyzing the text. According to Sujana, character is a person's identity that encompasses traits, nature, awareness, values, and mindsets formed through a long learning process based on cultural and social values. Thus, individuals with character are those who possess honest attitudes, responsibility, and a gentle spirit, and who behave humanely.

The Research and Development Agency of the Ministry of Education has identified the core values that students must possess, such as religiosity, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, love for the homeland, appreciation of achievements, communication skills, love of peace, reading interest,

environmental care, social responsibility, and accountability. These values often appear in literary works that focus on character development, thus having a significant potential to influence the positive attitudes and behaviors of students. Therefore, understanding the meaning of literary works that contain character values becomes very important. These values must be applied in the daily lives of students through their interactions with their social environment. This implementation not only supports the formation of students' character but also enriches their perspective on relevant life values in society.

Character education found in the Collection of Indonesian Folktales has a tremendous potential to be explored further, especially from an ecological perspective. According to Mirayanti et al. (2022), character education is an important component in the education system. However, in its implementation, character education often faces various challenges and often receives less attention compared to cognitive education which focuses on the development of intellectual intelligence as the primary orientation. In fact, Indonesian folktales contain various moral and social messages that are relevant for readers.

As literature teaching plays an important role in enhancing students' intelligence, both cognitively and morally. By appreciating literary works, students are taught not only to read but also to analyze and understand the meanings and values embedded in the texts. This can train and develop students' intellectual, emotional, and spiritual intelligence. The book 'Collection of Archipelago Folktales', for example, is filled with moral messages that can serve as reflections for its readers.

In other words, literature is not only an artistic medium, but also a tool to raise public awareness about the importance of maintaining a harmonious relationship with nature. Literature of the past depicts the natural conditions of the past, while modern literature reflects the current environmental conditions. In this context, literature not only requires nature as a source of inspiration but also serves as an effective means of

conservation and ecological education. Through the integration of character education values and ecological studies in Nusantara folklore, readers, especially students, can understand the importance of preserving nature while also internalizing the moral values found in those folktales. This becomes a strategic step in building a generation that is characterized, critical, creative, and environmentally conscious."

## **2. RESEARCH METHOD**

This research uses the Library Research method, also known as literature study. This approach involves a series of activities such as data collection from library sources, reading, and compiling relevant materials for the research. Literature study is a type of research conducted by examining books, magazines, journals, and other sources to gather information from various literatures, both from libraries and other places.

So, in this method, the data collection process is carried out in a specific way, through the gathering of written materials, such as books, journals, and articles that are relevant to the model being analyzed. This data serves as the foundation for supporting the analysis and discussion in this research.

## **3. RESULT**

### **THE NATURE OF LANGUAGE LEARNING**

The essence of the Indonesian Language subject aims to help students understand language as a tool for communication, a reflection of culture, and a symbol of identity. The objectives of learning Indonesian are to enhance students' skills, knowledge, and character, so that they can contribute to a multicultural and civilized society.

The subject of Indonesian Language functions to help students understand the structure and function of the language, which includes aspects such as grammar, vocabulary, spelling, and punctuation. This includes understanding how language is used in various communication situations, including oral, written, and mass media contexts. The goal of learning Indonesian Language is to enhance students' communication skills, which

encompasses listening, speaking, reading, and writing skills. Students are trained to convey messages clearly, logically, and effectively, while also interacting politely and efficiently, as stated by Joyo.

Moreover, the Indonesian language serves as a reflection of the nation's culture. This subject offers students the opportunity to appreciate and understand the diversity of Indonesian culture, including literature, arts, music, customs, and traditions. By studying literary works and engaging in activities through Indonesian culture, students can absorb the values and norms embedded in the language, as explained by Santika and Sudiana. As a symbol of national identity, the Indonesian language plays an important role in strengthening national unity. The Indonesian language course provides students with an understanding of the history and evolution of this language, as well as its crucial role in building national identity. By understanding the significance of the Indonesian language as a unifying medium, students can better appreciate the existence of this language in social and national contexts, and are expected to have a strong sense of nationalism and pride in the nation's cultural heritage.

In addition, the subject of Indonesian Language also aims to develop students' abilities to think critically, analytically, and creatively. They are trained to ask questions, interpret, and analyze texts sharply, while also developing ideas and arguments in a logical and systematic way. This ability is crucial in facing the challenges of the 21st century, as stated by Saputri et al.

Overall, the Indonesian Language subject not only includes the learning of language rules, but also encompasses the development of cultural awareness, the nurturing of national identity, and the enhancement of critical thinking skills. Thus, this subject plays a crucial role in shaping students' understanding, character, and overall quality of life, as well as helping them become intelligent, cultured, and dignified individuals in facing global challenges. (Ani Sri Mulyani, Laesti Nurishlah, 2021).

#### 4. DISCUSSION LITERATURE LEARNING

Etymologically, the term "literature" originates from the Sanskrit language, which comes from the root word "sas" meaning to guide, teach, or provide instructions. The suffix "-tra" in this word means a tool or means, thus "literature" can be understood as a medium for teaching, a guidebook, or an educational tool. According to Saryono, literature is not just an object or inanimate thing, but a living and dynamic entity. As a "living being," literature evolves alongside other aspects such as politics, economy, art, and culture.

Literature has the power to serve as a guide to the truth. Works written with sincerity, depth, and wisdom have the power to touch the human conscience. Quality literary works not only offer entertainment, but also awaken their readers, reminding them of moral values, and guiding them back to the path of truth in living their lives. Saryono emphasizes that literature plays an important role in helping humanity fulfill the tasks of life wisely.

One of the main functions of literature is to provide beauty as well as benefits. This aligns with the concept of *dulce et utile* proposed by Horace, which means that literature serves to provide utility and pleasure. In the same view, Edgar Allan Poe, as stated by Rene Wellek and Austin Warren (Wellek & Warren: 24), said that literature functions to entertain while also offering valuable lessons.

This definition highlights that literature is a work filled with moral lessons, making it a powerful tool for shaping students' character. By depicting their characters and lives, both good and bad, literary works encourage readers to reflect on the positive values they convey. Therefore, literature has a purpose that goes beyond mere entertainment; it is also an educational tool that enriches knowledge, refines taste, and instills noble values in its readers. Literary works also serve as a reflection of life, allowing readers to learn from the experiences presented in the stories, thus making a real contribution to the

formation of a good and dignified character (Miraya et al., 2022).

Law Number 20 of 2003 on the National Education System stipulates that the main function of national education is to restore individual capabilities, shape character, and cultivate a resilient national civilization. The goal of education is to enlighten the lives of the nation by developing the potential of students to become individuals who are faithful and devoted to God the Almighty, noble in character, healthy, knowledgeable, skilled, creative, independent, and grow into democratic and responsible citizens.

This regulation emphasizes the importance of formal education, such as in schools, to translate those objectives into various subjects, including literature education. In the context of literature education, Moody (in Waluyo, 1991: 170) identifies four main objectives:

1. Information to understand the basic knowledge of literature.
2. The concept of understanding the basic meanings of literary concepts.
3. A perspective on developing the ability to see how literary works are created through the viewpoints or thoughts of students.
4. Appreciation Understanding, experiencing, enjoying, and valuing literary works.

In line with the Law, the 2006 curriculum also emphasizes that literature learning aims to build students' competencies in appreciating literary works. This competency includes the ability to listen, watch, read, and articulate literary works. In addition, students are also trained to discuss, understand, use technical literary concepts, and explain or summarize literary works. They are also expected to be able to analyze and evaluate literary outcomes, while demonstrating creative skills such as performing drama, creating poetry, short stories, novels, and plays.

The inclusion of literature in the curriculum is not merely intended to enhance students' technical skills regarding literary works, but also

to shape a cultured character. Literature serves as an effective means to develop emotional sensitivity, empathy, and students' creativity. Thus, literature learning is not only relevant in the development of academic abilities but also serves as a foundation for building character and moral values that support the success of national education.

Therefore, literary education has great potential to instill the values of life contained in literary works. Literary works are not just a source of entertainment, but also serve as a means to provide a deeper understanding of the meaning of life. This understanding emerges through the exploration of various aspects of life, the challenges faced, the revelation of human characters, and the wealth of information that expands the knowledge and experiences of the readers.

In addition, literature has a unique ability to explore the truths of humanity. In literary works, there are various human motivations expressed through characters and stories, which can prompt readers to reflect and identify those experiences with themselves. This is especially important for children, whose imaginative capacities are still developing. They are capable of receiving and enjoying stories, both rational and imaginative. If teachers can present literary material in the right way, literature learning will become a pleasant experience and provide valuable insights for readers or listeners.

The importance of literature learning is in line with the National Education Minister Regulation Number 41 of 2007 on Process Standards, which emphasizes that the learning process must be interactive, inspirational, enjoyable, and challenging. This approach is intended to motivate students to engage actively, foster creativity, independence, and develop their talents and interests in accordance with their physical and psychological growth.

With such an approach, literature learning becomes an effective means to:

1. Developing moral, social, and cultural values, so that students are able to understand the importance of community life with noble values.
2. Nurturing creativity and imagination, especially in children who have great potential in building fantasies and creative ideas.
3. Strengthening the character of students by providing examples of positive behavior and learning from the stories of characters found in literary works.
4. Creating a pleasant learning atmosphere, so that students are more enthusiastic and inspired to explore various literary works.

Through effectively designed literature learning, students not only acquire knowledge about literature itself but also life values that can shape their personality into individuals who are integrity, creative, and dignified. Literary works serve as a medium that connects academic learning with the realities of life, creating harmony between cognitive, affective, and psychomotor aspects in the educational process (Sagala et al., 2022a).

#### **THE NATURE OF CHARACTER EDUCATION**

Character education encompasses a broader scope than moral education, as it does not only distinguish right from wrong, but also focuses on fostering good habits in daily life. Its goal is to cultivate students who have awareness, a deep understanding, and a strong commitment to consistently apply positive values in their lives.

According to Wynne, the term "character" originates from the Greek word *Jata* which means "to mark", referring to the embodiment of good values through daily actions or behaviors. In line with this, the Director General of Islamic Religious Education of the Ministry of Religious Affairs of the Republic of Indonesia states that character refers to the totality of unique personal traits that can be identified through individual behavior. A person's

character distinguishes them from others, and a person is considered to have character if their actions are in accordance with the ethics and norms of society.

However, consistently doing good deeds does not always indicate a deep appreciation for character values. Often, these actions are driven by a fear of breaking the rules rather than a deep understanding of the importance of these values. Therefore, character education must also pay attention to the emotional aspect to foster genuine awareness within the students, encouraging them to truly practice those values of goodness.

Mulyasa identifies nine pillars of noble character that can serve as a reference in character education, both in schools and in the community, namely:

1. Love for God and truth: Nurturing faith and moral integrity.
2. Responsibility: Instilling an attitude of having responsibility towards oneself, others, and the environment.
3. Discipline and independence: Developing the ability to self-manage and carry out tasks without depending on others.
4. Trustworthiness: Upholding trust and commitment.
5. Respect and courtesy: Valuing others through polite and friendly attitudes.
6. Empathy, Attention, and Collaboration: Developing empathy, solidarity, and collaboration.
7. Confidence in oneself, innovative and persistent Encouraging innovation and resilience in the face of challenges.
8. Fair and leadership-minded: Cultivating a sense of justice and the ability to lead wisely.
9. Tolerant and peace-loving: Instilling an attitude of respecting differences and creating harmony in life.

Effective character education not only creates a generation that behaves well, but also shapes individuals who have high awareness, integrity, and positive contributions to society. This is important to realize a generation that excels in moral,

social, and emotional aspects amidst increasingly complex global challenges (Dasar Negeri Supat, 2020).

## 5. CONCLUSION

Character-based language and literature learning aims not only to teach technical language and literature skills but also to shape students' character to be cultured, broad-minded, and dignified. Indonesian language learning includes the development of communication skills, cultural understanding, and strengthening of national identity. The goal is to equip students with effective language skills (listening, speaking, reading, writing) as well as to build a sense of pride in the nation's cultural heritage. This learning also aims to sharpen critical, analytical, and creative thinking skills as preparation to face global challenges.

Literature learning serves to provide moral understanding, instill life values, and develop students' imagination and creativity. Literary works are not only a means of entertainment but also a medium for reflection and education that strengthens students' character through the exploration of moral and humanitarian values. Literature also plays a role in building appreciation for culture, as well as encouraging the development of critical and creative thinking skills.

Character education focuses on instilling values of goodness in daily life, such as responsibility, honesty, discipline, compassion, and tolerance. This process aims to create individuals who are moral, independent, and able to contribute positively to society. The stages of children's moral development serve as an important reference in designing relevant and effective learning.

Language and literature teaching is designed to develop students' awareness of the importance of moral, social, and emotional values. With a fun, interactive, and relevant approach, this learning is capable of shaping a generation that is not only intellectually intelligent but also excels emotionally and socially. 1. Through character-based language and literature teaching, students not only acquire academic skills but also life values that shape them into creative individuals with

integrity who can contribute positively amidst the challenges of the modern world..

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