



**Moral Value and Character Building Education in Folklore of Batu Gantung**

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**Abstract:**

*This research investigated Moral Value and Character Building Education in Folklore of Batu Gantung. In daily individually with society, we must have culture, attitude, character. It depends in moral and ethnic that can build our national character. The research aimed to find out the moral values and character building education that implied in Folklore of Batu Gantung. The research was conducted in the Public Library and National Library. This research was conducted by using Library Research Method. The instruments for collecting data was library research and documentation. The data analysis was the result of research in Public Library and National Library or some library which keep many documents of Folklore of Batu Gantung. After analyzing the folklore, the researcher found some moral lessons and character building education such as; strong belief, kind-hearted, love affection, sacrificing for others, bravery, enthusiasm, fairness, responsibility, citizenship and caring.*

**Keyword:** *moral value, character building education, folklore*

## INTRODUCTION

Education is one of the most influential ways in the nation's life to maintain the morality so that it creates the generation being useful and quality. Some of the ways that can be done are to give the guidance and the introduction of moral values to children from the beginning and also to develop their character education. This moral recognition will make the children more developed their potential and ability optimally and also the children's attitude, behavior, and character develop into positive and good.

Nowadays in the educational world many children or students still have less good character. The various things that support the character and moral of the child is not good it's because of the abuse of electronic media such as Internet, films that are not age-appropriate, excessive gaming and others. So that the children become undisciplined, dishonest, disobedient in worship and do not have a good sense of relationship. Students must not only have good academics but also must have good character. This is because academic ability and intelligence must be equipped with good morals. Thus, education will produce extraordinary generation with the best character (Youpika, 2016). Thus, to support the development of children character and morals to be better and positively then it can be by giving some stories that bring out many good behaviors or morals so that there is a moral value that children can emulate. Folklore is a story that indicates noble character in society and human values. The culture of society that we can get is in Folklore, Batu Gantung. Batu Gantung is one of the Folklore of Batak Toba Samosir Regency which is a culture of North Sumatra. This Folklore has many lessons that can get even delivered by word of mouth. It is an educational tool in the delivery of advice and education to the people in particular to children because of the many moral values contained both in terms of social manners and ethics.

The researchers have initiative to choose and conduct this research because she believes that Folklore is able to add knowledge and create good character to the reader both for society and students. Although Folklore is rarely told in the community as a study, especially the story of the Batak Toba people of North Sumatra. The researcher will be able to find new things that exist in Batak Toba People's story of North Sumatra. In addition, the Folklore of Batak Toba people in Samosir Regency can be used as a view of life especially in society and families who are able to be a supporter of the realization of the children's moral value and the development of children's character education. Because nowadays it is enough to fade social cultural bond among the society especially towards children. So with this research that will be researched by researcher like this, the researcher is able to convey that the Folklore of Batu Gantung has many moral values and able to build the good character education to the children that is used as educational tools and entertainers to children, family and society. Based on the background of the study above, the research will conduct whether the moral values are implied in Folklore of Batu Gantung and the character building education are implied in Folklore of Batu Gantung.

Similar research has been conducted by Karmila Boru Karo (2019), a student at Quality University with a thesis title of *Moral Value Assessment and Character Education in Folklore in Karo Distric*. The research that is conducted by Karmila has similarities and differences with the researcher. The similarity that will be researched is the moral value and character education. While the difference is in the area or place. The research by Karmila was about Folklore in Tanah Karo District. While the researcher will take the Folklore in the land of Batak Toba especially Samosir Regency. The researchers used the research of qualitative descriptive method. So that at this research, the researcher

described the elements of Folklore, situation and the condition and also the moral values of Folklore in developing character education. The data collection techniques used through direct observation, recording, interviewing and analysis of documents. The other researcher is Febi Junaedi (2017) was a student of University of Education Indonesia with titled The Value of Character Education in Andai-Andai Folklore and Its Use as Learning Material for Literature Subject in Elementary School in Indonesia. The researcher described Andai-Andai Folklore in Kedurang Society and used this Folklore as learning material for literature subject in elementary school. This Andai-Andai Folklore was from South Bengkulu. The data in this research were collected by observation, documentation, interview and recording. This Folklore that was used as material learning could make the students more motivated and enthusiastic to learn because it contains many good values of character education that able to be maintained from generation to generation.

### **Moral Value**

Moral is a view of bad and good, wrong and right, able to do and unable to do. It is a set of beliefs in a society refer to the character or behavior and what human should do. Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good. Moral value is the content about a whole of the actions, behavior, attitudes and habits of humans in society based on the teachings of values, principles and norms (Sjarkawi, 2006). The characters of moral value are having responsibility to our character or personality to evaluate we are guilty or innocent., to admit my conscience or pure heart, to make sure that moral value is absolute obligations for every humans, and moral value tends to be formal. So, the reference we have goor act or not is from the exist manners in particular society and the moral values are categorized as morality such as honesty, justice, sincerity,

responsibility and others (Bartens, 2000). Many spiritual values or we can mention with moral values that can be learned by all people. And this is universal values. There are love and affection, honesty, responsibility, perseverance, integrity, harmony, patience, bravery, justice, simplicity, peaceful etc. (Buzan, 2003).

### **Character Building Education**

Character education is not only about what is true and what is wrong. It is an attempt to inculcate good habituation so that students are able to behave and act on the values that have become personality (Lickona, E, & C, 2007). Character that become mold as in The Six Pillars of Character issued by the Character Counts! Coalition (a project of The Joseph Institute of Ethnics). Six types of characters are as follows:

- a. Trustworthiness : the shape of the character that makes a person: integrity, honesty and loyalty.
- b. Fairness : shape the character that make5 a person have an open mind and do not like to take advantage of others.
- c. Caring, the shape of character that makes a person have a caring attitude and concern for others and the social conditions of the neighborhood.
- d. Respect: the shape of the character that makes a person always appreciate and respect others.
- e. Citizenship: shape of the character that makes a person aware of the laws and regulations as well as care for the natural environment.
- f. Responsibility : the form of the character that makes a person responsible disciplined and always do things as good as possible.

In our life, we need to apply character education, not only be taught but must be comprehended. In daily individually with society, we must have culture, attitude, character. It depend in moral and ethnic that can build our national character. There are 17 valus of character building education, that are religion, honesty, tolerance, discipline, hard work, creative,

independently, democratic, curiosity, spirit of nationality, love country, appreciate accomplishment, like reading, care about environment and social care (Bolen, dkk., 2010).

### **Folklore**

Folklore contains the noble value of moral character and moral teachings. If the folklore is studied in terms of moral values, it can be divided into individual moral values, social moral values, and religion moral values. The individual moral values include; obedience, courage, willing to sacrifice, honesty, fairness and wisdom, respect and appreciation, hard work, keeping a promise, knowing repayment, being humble and being careful in acting. Social moral values include; cooperating, loving, affection, harmony, giving advice, caring about the fate of others and liking to pray for other people. Meanwhile, religious moral value include; believing in God's power, believing in God, submitting to God or putting up trust and asking forgiveness of God (Sulistyarini, 2011)

### **RESEARCH METHOD**

The researcher used method of library research to conduct this research. Library Research is a research used to collect the data from library sources (Zed, 2004). The data can be taken from some books references also other written sources. The researcher can get some ideas and thought from other perspectives in collecting the written sources. The researcher must have read more some references to get wide perspectives in conducting this research. So that, this research would be a good research and the researcher can easier conclude all the aspects and all details about the moral values and character education in Folklore of Batu Gantung.

The research library has some particular features; The first, this research was conducted by texts or numeric data, not by implementation in the field or eyewitness such as the situation, people or the other things. So, the main resource was the

Folklore of Batu Gantung. The second, the data was readymade, it means that the researcher did not go everywhere, except only met to informans or sources in the library. The researcher just used and read the Folklore of Batu gantung from book and online sources to supporting the research. The third, the data in the library was the secondary of data source. It means that the researcher got the data from the second hand not from original first hand in the field. The fourth, the data condition in the library did not divided by space and time (Zed, 2004). However this research tried to find and described about moral values and character education in Folklore of Batu Gantung. The purpose of this research would be focused on the analysis of moral values and character education in Folklore of Batu Gantung.

The place of this research was in the Public Library and National Library. This research time would be conducted for two weeks, starting on October 2020. This research was focused to Folklore of Batu Gantung. The object of this research was to find out and described the moral values and character education that take from Folklore of Batu Gantung.

In collecting the data, the researcher would conduct literature study and analysis document (transcript of Folklore of Batu Gantung). The instruments of collecting data are transcript Folklore of Batu Gantung, the various of photo related this Folklore through books and internet (online electronic)

Library Research was the first step in technique of collecting data. It means that it towards to search the data and informations through the documents such as written documents, photos, pictures even electronic documents that support in this process of conducting research. The result of research would be also more credible if it was supported by photos or academic research and art that have existed (Sugiyono, 2005). So, it can be said that library research can influence the credibility the result of research.

Documentation was a technique of collecting data to collect and analyze documents which were written documents and pictures. It was done to acquire the written data related to this research namely transcript of Folklore of Batu Gantung. Documentation acquired the information from the various forms as books, photos, videos, other notes related to this research through internet or online electronic and the researcher would notice the truth information.

The researcher would use documentation in collecting the data. The researcher conducted the documentation from the Folklore of Batu Gantung. The necessary steps of collecting data were as follows:

- a. Finding. The Folklore Book of Batu Gantung. The researcher found the Folklore transcript of Batu Gantung from the book story.
- b. Reading and understanding the Folklore of Batu Gantung. In this step, the researcher would read The Folklore Book of Batu Gantung many times to understand this Folklore completely then would analyze the moral values and also the character education in Folklore of Batu Gantung.
- c. Finding out and identifying all the happening in this Folklore. The research found out and identified all contained the moral values and the character building education in Folklore of Batu Gantung.
- d. Taking notes based on the identification. The researcher taken notes based on the identifying and analyzing of moral value and character education in Folklore of Batu Gantung which was appropriate with this research.
- e. This first part of this research, the researcher focused on the moral values. Then the researcher focused on the major of character education's building. Lastly, the researcher made the conclusion.

The researcher would get data from all the documentation and library research then would be concluded and selected. Concluding and selecting the data were depended on the main problem that have been identified before the researcher would be conducting the research later. And then would be arranged well in accordance to the needs of this research. So, the data would be obtained from data sources, the data would be analyzed through the following procedures:

1. Reading and identifying the whole transcript to find the moral values and character education. The first step of collecting data, the researcher read and identified the moral values and character education existed in the Folklore transcript of Batu Gantung.
2. Classifying the transcript to find the moral values and character education. After the data was identified, the researcher classified the data into the moral values and type of character education according to theories.
3. Analyzing the moral values and character education. The researcher read every conversation that consisted of moral values and character education by analyzing in the transcript. After that, the researcher tried to find moral values and character education existed in the transcript.
4. Making conclusion. The last step was making conclusion according to the analyzed data. After the researcher found the answer from research problem, then the researcher would make the conclusion based on the finding.

## **FINDINGS AND DISCUSSION**

Based on the result, this research had obtained some moral values and character education that implied in Folklore of Batu Gantung. Those of them were strong belief, kind-hearted, sacrificing for others, bravery, peace loving, enthusiasm,

trustworthiness, fairness, respect for others, responsibility, citizenship and caring.

1. Moral Values.

a. *Strong belief*

There is belief to God, refers to behavior and attitude towards trust and believe to the biggest God. God always give helps and safety to us. God is the one that can be safe our life in many kinds of our problems. Those are all the kindness from God to us. And the other hand we are able grateful for nature given by God. We are able feel and enjoy the all nature and everything in. We are aware that all those must be taken the benefits as good as possible to continue our life. So these can be seen from the relationship between human and God and nature because they believe and trust that God create everything.

b. *Kind-Hearted and Love Affection*

We, as good children must have kind-hearted to parents, give love affections and always respect to parents. Because we have obligation to help and relieve the works of our parents.

c. *Sacrificing for others* (Protect or family and siblings)

There are sacrificing to help some duty in the family, such as relieve the work of parents. In the family, we have responsibility for taking care, helping and protecting each other's. Those are important because give awareness to us that our life have sacrificing for all especially for our family.

d. *Bravery* (Brave to make decisions)

Brave is having heart and be confident towards some problems or dangerous situations, not afraid with anything. Bravery to make or take some decision is something that is sometimes hard to do. Moral value that is seen by bravery to

make some decision is not the easy things but need some bravery.

e. *Enthusiasm* (Being teamwork with family)

Being teamwork is the important interaction for human life because human is social beings that needs each other. It is called enthusiasm because we give pay attention to others that support each other and make realizing to set the common goals, so that create the close relationship with other human being especially for the family.

2. Character Building Education

a. *Fairness* (Be fair to siblings)

Fair is attitude, behavior, moral and fair situation. Fairness refers to exactly and right situation. We must live to have fairness to other person and also siblings. If we have fairness, we can share to others or siblings in our daily life.

b. *Responsibility*

We mustn't depend on the other people in many conditions. We must be on one's own. So we have responsible for all what we do. We can finish all my duties or jobs without waiting the help from others. We must have the responsibility for what we do so that can teach our to try ourselves.

c. *Citizenship*

We are as a people or society that live in country and have a culture where we live around. We must know some knowledge based on our tribe. The knowledge must we know since child hood. For example, Batak Tribe from Batak Toba. That knowledge to how make chopsticks, eye of chopstick, until to cultivate the poison from wood tree. The character education of knowledge culture for making chopstick gun is a habit the Batak

of people in the old times if they will hunt. The chopstick are being the guns for hunting.

d. *Caring* (Help with other creature leaving)

Mutual help is character for helping each other's to relieve jobs or works other people. This character can make the others' works be easy and finish faster because it is called care for someone in daily life. It can make being of free to us from the problem because of helping someone can solve the problems together.

Table 1. Moral Values in Folklore of Batu Gantung

Number	Moral Values	The Description of Moral Values in Folklore of Batu Gantung
1	Strong belief (Believe and Trust to God for being safe and family)	<ul style="list-style-type: none"> <li>- The family and Seruni trusted and believed that God had saved their family from the danger of death.</li> <li>- They were grateful for nature that Allah had all for the family to fulfill the needs or necessary of their life.</li> </ul>
2	Kind-hearted and Love Affection (Make relieve for the parents' works)	<ul style="list-style-type: none"> <li>- Seruni understood that she had some obligations as children such as to help or relieve the parents' work because their livelihood was farming.</li> </ul>

3	Sacrificing for others (Make be safe for each)	<ul style="list-style-type: none"> <li>- Seruni's dog and her family had responsibility to make be safe or rescue when Seruni was in dangerous situation.</li> <li>- Some people in their neighbourhood tried to give the solution or found the way out to help Seruni in many dangerous situations.</li> </ul>
4	Bravery (Brave make and take the decisions)	<ul style="list-style-type: none"> <li>- Seruni made the decisions even that decision was wrong but she was brave. She went to the stone hill.</li> </ul>
5	Enthusiasm	<ul style="list-style-type: none"> <li>- This family and Seruni's dog had enthusiasm moral to all creature beings. Seruni's dog helped Seruni to dig the ground, made two holes below the tree towards to above the ground.</li> <li>- Seruni's Family did all the works together to help each other to relieve the works of family.</li> </ul>

Table 2. Character Building Education in Folklore of Batu Gantung

Number	Character Building Education	The Description of Character Building Education in Folklore of Batu Gantung
1	Fairness	- When Seruni had made the wrong decisions, her parents were still caring and gave some help when Seruni was in the dangerous situation. Her parents
2	Responsibility	- Seruni and her family got hard working for their life. Every year they harvested a lot of crops. It was because of their responsibility.
3	Citizenship	- The Batak People nowadays still do Gawai that are the culture of that Batak People as expression of grateful to God for rescuing, the harvest and the welfare.
4	Caring	- Seruni's dog always followed Seruni wherever she went. Her dog accompanied her at the bank of the lake.

		- Seruni's parents and the people in their neighbourhood tried to help Seruni who was in the big hole. And her parents regretted to insist their decisions that made she was sorrowful and hopeless. They would prefer cared with her than their selfishness.
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### CONCLUSION AND SUGGESTION

Based on the result of the research and findings that have been conducted, the researcher drawn the conclusion that the moral values and character building education that implied in Folklore of Batu Gantung was more interesting and beneficial to build the human character since early stage because those values and characters are relevant to the daily life so that those are very suitable for instilled in ourselves. First, there are some moral values that implied in Folklore of Batu Gantung, such as; strong belief, kind-hearted, love affection, sacrificing for others, bravery and enthusiasm. Second, there are some characters building education that implied in Folklore of Batu Gantung, such as; fairness, responsibility, citizenship and caring.

Then, the researcher would like to give some suggestion as follow:

1. Folklore of Batu Gantung was interesting. The researcher invited the other researcher to analyze this folklore because it can provide experiences and knowledge to other researchers about the moral lesson and character building education in Folklore of Batu Gantung or other Folklores.

2. Folklore can be used as a media in education. Reading literature is more beneficial for us because we can learn some messages which are conveyed by the author. It support us to comprehend the human values, interests, feeling, and problems.
3. Moral values is important to human life. Therefore, it should be introduced to the children early in order to comprehend the good and wrong behavior. The role of family is significant to the children because the environment of the family is the first place for them to grow up.
4. The folklore can contribute thoughts as an alternative to knowing the inculcation of the values of character education in story especially for Folklore as material, its relation as a reference for following up student behavior, as well as input for improving the quality of education which is not only fixated on cognitive enhancement but rather improves emotional or attitudes that will become the characteristics of students

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