

Moral Values In The Amazing Islamic Fairy Book By Beby Haryanti Dewi As Material Teaching For Early Childhood

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Abstract

The literary work contains the values that are beneficial to the reader in his life. In general, the freight values in literature are the value of education, religious values, moral values, social values, and aesthetic value. Moral values as a rule that needs to be enforced in a society because it can be used as guidelines in our daily lives. One form of literature that contains of moral values is a fairy tale. This study is not only talking about the classic fairy tale but also modern fairy tale that has moral value. The Amazing Islamic Fairy Book by Beby Haryanti Dewi is a collection of fairy tales which contains of 34 fairy tales from Islamic countries in three continents. One example of a fairy tale in the collection of these tales teaches about the importance of listening and obeying parents. Based on this background, (1) The author would like to express moral values contained in the Islamic book of fairy tales; (2) can be used as an alternative teaching materials for early childhood literature.

Keywords: Moral Values, Material Teaching, Early Childhood

1.0 INTRODUCTION

The literary work is something that is important to people's lives because literature can influence the pattern of life. This is due to literary works have messages delivered to the public and can further be exploited to the community, and therefore could be used in daily life (Syarifah 2013: 18). Similar with the opinion, Waluyo (1992: 28), which explains that the value in the literature is the goodness in a person's sense of literary works. Therefore, it can be said that the literature contains of values that are useful for the reader in his life. The freight values of literature in general is the value of education, religious values, moral values, social values, and aesthetic value.

Moral value is value that related to the poor attitude and human behavior in dealing with others (Notonegoro in Hermansyah *et al* 2000). Moral values can be said as a rule that needs to be enforced in a society because it can be used as guidelines in our daily lives. One form of literature that contains moral values is a fairy tale. According to Nurgiyantoro (2013: 200) fables can be understood as a story that does not really happen and in many cases are often unreasonable. Fairytale is divided into two types of classic fairy tales and modern fables. Classic fairy tale at first only known by the public owner of a fairy tale, even if spread to other communities in general is limited to people who have had contact culturally and it takes a relatively long time; while the modern fairy tale is the story of modern fantasy. Modern fairy tale by author deliberately putting his name (Nurgiyantoro 2013: 201-207).

This study is not only talking about the classic fairy tale but also a modern fairy tale that has a moral value. In the book set of Amazing Islamic Fairytale by Beby Haryanti Dewi is a collection of fairy tales which contains 34 fairy tales from Islamic countries on three continents, the Fairy tale Princess Santubong and Princess Sejenjang of Brunei Darussalam, Fairy tale of Gardens Magic from Kazakistan, Fairy tale of Magic Song from Morocco, Fairy tale of Tislet and Isli from Morocco, Fairytale of The two Old woman from Bangladesh, Fairytale of Dragon's Stone of Kirghizia, Fairytale of Kone from Mali, The Legend of The clever's of Syekh Butane from Sudan, Fairy tale of Twin Princess of Nigeria, The Legend of The clever's Ziyba from Uzbekistan, Fairytale of Wali Dad's gifts from Pakistan, Fairytale of Magic Flute from Chad, Fairy tale of Gulnar-Dshan from Turmenistan, Fairytale of Koimala Kalou from Maldives, Tale Red Herring and sandals Gold from Iraq, Fairytale Prince Hadiar and Fifty wife King of Libya, Fairytale Princess Pumpkin from Niger, Tales Ataba and Zariet E-tool from Palestine, fairy tale princess and Young Slave from Tajikistan, fairytale Ali and the King of Turkey, Neslihan and pans Magical Tales from Turkey, and so on. One example of a fairy tale in the collection of these tales teach about the importance of listening and obeying parents' advice.

Based on this background, formulation of research problems are (1) how the moral values in a set of books Amazing Islamic Tales?; (2) how alternative forms of literature teaching materials for early childhood through moral values in a set of books Amazing Islamic Tales?. The purposes of this study are (1) to describe the moral values in a set of books Amazing Islamic Tales ?, (2) describe an alternative form of literature teaching materials for early childhood through moral values in a set of islamic book : Amazing Islamic Tale.

2.0 RESEARCH METHODS

The method in this research include research approach, data collection techniques, the validity of the data, data analysis techniques and research procedures.

1. Research Approach

In this study, the authors used a qualitative descriptive approach. Descriptive qualitative approach is a research procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed (Bogdan and Taylor in Moleong 2002: 3).

Researchers used a qualitative descriptive approach because research data forms of verbal language, the text in the set of Islamic Amazing Tale.

2. Data and Data Sources

The data in this study were in a fairytale Islamic moral values. The data that used in this study are some of the fabled Islamic obtained from books set Islami Amazing Tales Beby work Haryanti Goddess issued by PT Mizan Pustaka, the second edition of the mold 1 in 2014 with a number of 122 pages.

3. Data Collection Techniques

Techniques used in data collection in this study is using the engineering literature, technical notes, and the technique that refer to. Mechanical literature conducted by researchers collected a variety of literature related to the discussion in the study. Mechanical noted conducted by researchers read a collection of fairy tales to get an understanding then is recorded in accordance with the necessary data in the study, while the technique is done by researchers consider linking of the collected data to be classified so as to facilitate presentation.

4. Validity of Data

According to Moleong, validity is the validity of the data. The data have been extracted then collected and recorded in research activities. In order to ensure the validity of the data in this study, triangulation is used. Triangulation is a technique that utilizes data validity checking something else.

5. Data Analysis Techniques

Analysis of the data in this study use heuristic and hermeneutic reading model. Readings heuristic is the reading of literary works based on its linguistic structure. In reading heuristic readers need to provide inserts words or synonyms (to be put in brackets). Besides the sentence structure adapted to the standard sentence, and if necessary to clarify the meaning behind its structure; while the hermeneutic reading is reading with the aim of obtaining the meaning or wisdom literature. These readings allow for interpretation in accordance with the knowledge, understanding, insight, and intellectual readers to the literary text (Jabrohim 2014: 11-13).

6. Research Procedures

This study uses the following research procedures. (1) Data reading heuristic and hermeneutic; (2) The data reduction with the way the data obtained is then recorded in the detailed description later simplification of data, data is selected only data relating to the issues to be analyzed; (3) the presentation of the identification and classification of data by the data that has been set is then compiled on a regular basis to be easily understood and analyzed in order to obtain a description of the analysis of the moral value of a collection of fairy tales.

3.0 DISCUSSION

Tale is one of the folklore is quite diverse in scope. Fairytale come from various ethnic groups, communities, or certain areas in various parts of the world, both derived from the oral tradition and who from the beginning were created in writing. The term can be understood as a fairy tale story that does not really happen and in many cases are often unreasonable. From this perspective, the fairy tale can be seen as a fantasy story, a story that follows the power fantasies seem strange even though logically actually unacceptable. Fairy tales contain a story that does not really happen, then developed metaphorically meaning of fairy tales, news or something else that is to say people who do not have the factual truth is regarded as a fable, or a fictional story. Fairy tale as the one genre of children's literature is categorized as one of the fantasy stories and stories are usually relatively short length (Nurgiyantoro 2013: 198-199).

Moral is derived from the Latin word "mos mores" which means habits, customs (Ripai 2014: 141). As with the moral sense according to Boediono (2007: 76) that morality is a teaching or discourse, benchmark, sets of rules, both orally and in writing about how people should live and act in order to be a good human being.

Here will be described in a book about moral values set Islami Amazing Tales and alternative forms of teaching materials for early childhood literature.

3.1 Moral Values in a set of books Amazing Islamic Tales

1) The legend of Princess Santubong and Princess Sejenjang of Brunei Darussalam

Moral value in this fairy tale is (1) don't be arrogant because of the beauty, (2) Fellow sisters should love each other and respect.

2) Magic Gardens of Kazakhstan

Moral values in these tales are (1) helped the other without reward, (2) to decide an important matter, it is better with the deliberation, (3) according wisely for the common good, (4) prioritizing the interests of the underprivileged.

3) Magic Song from Morocco

Moral values in these tales are (1) there is nothing impossible for God, (2) do not forget to be grateful to the favors given by God.

4) Tislet and Isli from Morocco

Moral values in the story are (1) a personal interest of parents should not be confused with the life of a child, (2) regret always comes too late, (3) not to trust the forecast even though it was true, because in Islam there is no term for forecast.

5) A Tale of Two Old Women from Bangladesh

Moral values in the story are (1) according equitably, (2) the ingenuity used as well as possible, (3) should not do sneaky.

6) The Legend of Dragon Stone from Kirghizia

Moral values in the story is do not be greedy, because the greed can lead to trouble and calamity for themselves.

7) Kone from Mali

Moral values in the story are (1) behave patient and gentle in dealing with problems, (2) people will get out something of what has been attempted.

8) The Legend of The clever's of Syekh Butane from Sudan

Moral values in the story are (1) do not steal, because it's bad deeds and harm ourselves, (2) if you have any sense dodgy, use it for good, (3) be a forgiving person even if they have been nasty to us.

9) Twin Mans from Nigeria

Moral values in the story are (1)The avarice and greed can make a person lose everything, (2) Doing good manners to the other member of family without sense of jealousy

10) The Legend of The clever's Ziyba from Uzbekistan

Moral values in the story are (1) Don't be dishonest and greedy person, (2) being a dodgy in addressing the problem, (3) use ingenuity for the good.

11) Wali Dad's Gifts of Pakistan

Moral values in the story are (1) live modestly, (2) be a kindhearted person, (3) be careful in giving something to others.

12) The Magic Flute from Chad

Moral values in the story is we should be grateful for what we have earned from others and do not feel less of what have been owned.

13) Gulnar Dshan from Turkmenistanrom

Moral values in the story are (1) be a person who likes to help, (2) be a smart person and grateful.

14) Legend Komala Kalou from Maldives

Moral values in the story are (1) Do not be greedy with the property, (2) helping people selflessly.

15) Fish Red and gold sandals from Iraq

Moral values in the story is (1) goodness will win, otherwise the evil will be defeated, (2) goodness brings luck.

16) Prince Hadiar and Fifty Wife King from Libya

Moral values in the story are (1) stay away from pitting properties, (2) do not be hypocritical.

17) Princess Pumpkin from Niger

Moral values in these tales is the wicked will suffer in his life.

18) Ataba and Zariief E-ttool from Palestine

Moral values in these tales are (1) we should not insulting a person's social status, (2) The determination and persistent in achieving something will eventually succeed.

19) Princess & Young Slave from Tajikistan

Moral values in these tales are (1) do not punish innocent people, (2) Do not insulting a person's social status, because we do not know our future.

20) Ali and the King of Turkey

Moral values in these tales are (1)The sense of revenge causes our life become restless, (2) when the promise should be kept.

21) Neslihan and pans Magic from Turkey

Moral values in these tale is something useless, sometimes bring the big luck

22) The Green Princess from Indonesia

Moral values in these tale is do not have sense of revenge

23) Sesame and Trees Dates from Egypt

Moral values in these tale are (1) do not easily discouraged in the face of the problem, (2) do not exacerbating others, (3) turn away from the greed, (4) Do not be greedy.

24) The girl in the Drum from Cameroon

Moral values in these tale is do not use something that does not belong to us.

25) Son of heaven from Senegal

Moral values in these tale is (1) do not be arrogant.

26) Buried treasure from Syria

Moral values in these tales are (1) do not like to underestimate others, (2) Honesty is the key to trust someone else to us.

27) The Serpent from Albania

Moral values in these tales are (1) stick to the promise, because a promise is a debt, (2) do not be nasty to people who have helped us.

28) The Big Hole from Togo

Moral values in these tales is instill the attitude of sympathy for the plight of others.

29) Bouki, Leuk and Forest Fire from Gambia

Moral values in these tales are (1) avoid evil nature, (2) every person will get the reward / punishment of what he had done.

30) The Daughter of the King from Somalia

Moral values in these tales is To be serious in everything is the key of succes.

31) The Wooden Sword from Afghanistan

Moral values in these tales are (1) we must be persistent in life, (2) do not be lazy to work, (3) in life should edify each other in goodness.

32) Forty Luck of Iran

Moral values in these tales are (1) to teach us to make money with a good road.

33) Triple Prince of Saudi Arabia

Moral values in these tales are (1) wise in resolving problems.

34) Perwan Seven sisters from Malaysia

Moral values in these tales are (1) as well as possible we save the lies will be discovered eventually, (2) trustee / message that has been given should be implemented properly.

3.2 Alternative Forms Of Literature Teaching Materials For Early Childhood Through Moral Values In A Set Of Islamic Book Is Amazing Tales

The literary work gives moral values relating to human virtues. Moral values are evident from figures such as characterizations and storylines. Early childhood is full of imagination, therefore, in learning of teaching should more often give readings that are full of imagination, such as a fairy tale. In learning process teachers should read fairy tales regularly, then the teacher gives an account of moral values in the story. Moral values are explained in easy way to understood by the children. So, we have to link with a real life that will be / have been experiencing by the children. This can be done by the method of question and answered by the children about their experiences. The thirty-four fairy tales can be used as an alternative teaching materials for the whole tale has a moral value. The most dominant moral value of 34 tales is do not be greedy and arrogant because it will harm themselves and others.

4.0 CONCLUSIONS

Based on the results of the discussion, it can be concluded as follows.

1. The thirty-four of the fairy tale has a moral value, among them must not be arrogant and greedy, must be honest, fulfil a promise and always be grateful to Allah.
2. The moral of these thirty four tales can be used as an alternative teaching materials for early childhood literature through storytelling activities.

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