

Exploring Character Education in 'Bocah-Bocah Borneo': Implications for Student Character Development

Marisa Monika¹, Unik Ambar Wati²

¹ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; marisamonika17@gmail.com

² Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; unikpgsd@gmail.com

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ABSTRACT

Literature is an integral part of character formation efforts. This research aims to determine the contribution of the short story anthology book 'Bocah-Bocah Borneo' by Neneng Eliana to the character education of elementary school students. The research method used is inferential content analysis in the form of a process of describing, classifying, interpreting, and concluding the character values contained in the short story and implications for student character development based on Strengthening Ki Hajar Dewantara's Character Education. The data sources for content analysis included the short story anthology 'Bocah-Bocah Borneo', presidential regulations related to Strengthening Character Education inspired by Ki Hajar Dewantara's philosophy, and relevant articles from accredited scientific journals." "The content analysis involved systematically procuring data from the short story anthology, reducing and categorizing the data, making inferences, and conducting a detailed analysis. The data analysis results show several findings. First, there are eighteen characters' values contained in the short story anthology 'Bocah-Bocah Borneo', namely religious, brave, socially caring, environmentally caring, friendly and communicative, responsible, curious, disciplined, hard-working, polite, independent, honest, tolerant, creative, democratic, spirit of nationality, patriotism, and appreciate for achievements. Second, the implications for student character development of 'Bocah-Bocah Borneo' short story which originates from the five values of Strengthening Character Education from Ki Hajar Dewantara's philosophy, namely: religion, nationalism, independence, cooperation, and integrity. This research concludes that the short story contributes significantly to the character instruction values of elementary school understudies.

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Corresponding Author:

Marisa Monika

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; marisamonika17@gmail.com

1. INTRODUCTION

The character crisis among elementary school students is a growing concern, with various forms of deviant behavior becoming increasingly prevalent (Lessy et al., 2024; Prihatmojo & Badawi, 2020). This suggests that current character education efforts in schools are insufficient in curbing such behaviors. Addressing this issue requires a multi-faceted approach, with significant roles played by

family, school, and community environments (Mansur, 2018; Yati, 2021). Parents act as role models and control children so that they are selective in socializing in their environment (Puspitasari, 2022; Hadian et al., 2021). Schools have a significant influence on the formation of students' character because educational institutions encourage the creation of students' intellectual and emotional levels (Hikmawati et al., 2022; Utami & Nurlaili 2022). The community environment also contributes greatly to the formation of children's character. The community plays a role in cultivating character for the sustainability of future generations (Sopian, 2021). Forms of character deviant actions need special attention, especially in elementary schools (Purnaningtias et al., 2020).

Literature has an important role in the character education of primary school students. Efforts to internalize character values have been implemented in schools through literacy programs like reading. Literacy culture can develop the character of responsibility, discipline, and enjoyment of reading (Handayani, 2020). Literary works can be used as a contextual learning resource for students discovering their identity and noble character and then have an impact on mental peace (Rumainum, 2016; Sukirman, 2021). Indonesian literature plays a very active role in language skills, describes a person's character and medium for mental and intellectual enlightenment (Putri, 2020; Harsanti, 2017). Based on the description above, it can be understood that literary books are an integral part of efforts to develop students' character.

Literary works are divided into three types, namely prose, poetry and drama. Prose with the fiction genre is divided into romance, novel, novelette, and short story. Short stories are short, simple, fictional essays containing a single problem that can be completed in one reading time (Nurhadi, 2017). Students understand the contents of the message quickly and easily and enjoy reading it. The literature chosen as student reading must contain character education values. The literature provided should be liked by students so that character education in school can take place optimally so can be transformed in real life (Junaidi et al., 2019; Setiawan & Ningsih, 2021).

Given the potential of literature to foster character development, this research aims to determine the contribution of the short story anthology 'Bocah-Bocah Borneo' by Neneng Eliana to the character education of elementary school students. The short story anthology entitled 'Bocah-Bocah Borneo' totals 110 pages, containing fifteen short story titles with varied themes (Eliana, 2019). The titles are White Ghost, Vanish, Repentance in the Middle of Darkness, My Poor Pancing, Bonbon Versus Bombon, Delicious Meals, The Power of Water, Deadly Kick, The Most Beautiful Jump, The Best Hiding, Surprise in The Day of Blessing, The Tame the Wild, the Wasted Throw, The Flying Patlau, and The Lamé is Not Lamé. The short story contains the daily lives of elementary school-age children on the island of Borneo, which includes stories about struggles, friendship, and jokes. The value of character education is expressed in explicitly and implicitly through narrative and dialogue.

Previous studies have shown that literary works can significantly impact character education. For example, Ginting et al. (2020) found that the short story anthology 'Sampan Zulaiha' by Hasan Al-Banna effectively integrates character education into Indonesian language learning. Similarly, Williyansen et al. (2024) explored the intertwining of character education and cultural values in literary texts.

This research highlights the character education values contained in the short story anthology 'Bocah-Bocah Borneo' and how implications for student character development. In addition to that, what is the urgency of the contents of the Bocah-Bocah Borneo short story anthology for character education.

2. METHODS

This research uses inferential content analysis techniques. It means a research technique for making valid and re-researchable inferences from data based on context. As a basis for inference, this research uses an analytical construct (Zuchdi & Afifah, 2019). The analytical construct in this research, namely the analysis of eighteen character values in the short story anthology 'Bocah-Bocah Borneo', namely religious, brave, socially caring, environmentally caring, friendly and communicative,

responsibility, curiosity, discipline, hard work, polite, independent, honest, tolerant, creative, democratic, national spirit, patriotism, and respect for achievements and implications for student character development which originates the five values of Strengthening Character Education from the philosophy of Ki Hajar Dewantara. The short story anthology 'Bocah-Bocah Borneo' serves as the primary data source, from which the character education values are extracted. The presidential regulations provide a framework for understanding the educational philosophy underpinning these values, while the scientific journals offer theoretical support and context for the analysis. The content analysis procedures in this research include: 1) data procurement took the form of determining units, determining samples, and recording data on eighteen character education values and Strengthening Character Education from the philosophy of Ki Hajar Dewantara; 2) data reduction through eliminating irrelevant data; 3) inference by analyzing in detail so as not to reduce the symbolic meaning and by using analytical constructs, namely the content of the eighteen character education values; and 4) qualitative analysis to find the relevance of character values in short stories to the character formation of elementary school students.

3. FINDINGS AND DISCUSSION

The results of this research found the values of character education contained in the short story anthology 'Bocah-Bocah Borneo' which contains eighteen characters. The following are details of the values of character education in the short story anthology 'Bocah-Bocah Borneo'.

Table 1. Data on Character Education Values in the Short Story Anthology 'Bocah-Bocah Borneo'

No.	The Value of Character Education	Page Number	Frequency
1	Religious	23, 30, 94-95, 102, 103, 104, 107	7
2	Brave	6, 7, 8, 25, 42	5
3	Social care	15, 30, 106, 107	4
4	Environmental care	44, 45	2
5	Friendly and communicative	10, 18-19, 46, 67, 79, 93	6
6	Responsibility	5, 11, 21, 33, 35	5
7	Curiosity	8, 35, 38, 41, 42, 90	6
8	Discipline	73, 93, 95	3
9	Hard work	25, 51, 55, 65, 67, 87	6
10	Polite	26, 34	2
11	Independent	25, 39	2
12	Honest	36	1
13	Tolerance	59	1
14	Creative	54, 88	2
15	Democratic	62, 74	2
16	Spirit of nationality	62, 71	2
17	Patriotism	72	1
18	Appreciate for achievements	22, 59, 104	3
Amount			60

Based on the results of the content analysis, there is an implication for student character development which originates from the five values of Strengthening Character Education according to Ki Hajar Dewantara's philosophy, namely: religion, nationalism, independence, cooperation and integrity.

3.1 Character Education Values in the Short Story Anthology 'Bocah-Bocah Borneo'

3.1.1 Religious

Religious character shows the student attitude of obedience to religious commands and avoiding everything that God Almighty does not permit. Religion refers to aspects of human personality that must be trained in children from an early age (Jannah, 2019). The formation of students' religious

character can be realized with support from parents, shared commitment of the school community, and facilities, such as adequate literary reading (Ahsanul Khaq, 2019). The data related to the values of religious through the following quotations.

Yes, God!!! Forgive me for scaring my sister. I won't do it again!" I said begging and promising in my heart. (Repentance in Darkness, p. 23)

I'm grateful to get results even if it's only one fish. (My Poor Fishing Rod, p. 30)

Father and Uncle prayed together at the mosque not far from the house. (My Flying Patlaus, p. 94-95)

I heard the voice of the Muezzin giving the call to prayer. The voice I've been waiting for since the last two hours... (Pages. 102-104). After the Eid prayer, we listened to the sermon (The Lame Who Wasn't Lame, p. 107)

Religious character values provide students with an understanding to always obey the commands of the religion (Mahmudiyah & Mulyadi, 2021; Maryanti & Syah, 2021). Carrying out religious orders is an obligation that must be carried out by humans. Asking for forgiveness, performing prayers, and listening to lectures about religion are part of the religious attitude that elementary school students should have. Religiosity is an idea to clarify the state of religiosity and inseparable spirituality (Daradjat, 2007).

3.1.2 Brave

Courageous character implies a person's ability to face problematic situations that require him to control himself against the dangers that confront him. The value of brave character education contained in the short story is in the following quotes.

The longer I walked, the less there was anyone on the road. Now I walk alone (Pg. 6)

.... Finally, with the remaining strength I had, I dared to point the head torch at the strange white figure. (White Ghost, p. 8)

... Besides, I'm brave enough to go fishing alone now that I'm eleven years old.... (My Poor Fishing Rod, pg. 25)

After I felt ready in a good position, my hand quickly grabbed the frog. Happ!!! I caught the frog with both hands.... (Delicious Meals, p. 42)

Courageous character is reflected in the ability to do some things yourself. The courageous character can also be seen from the ability to make decisions and dare to face various problems (Hairudin & Cahyati, 2018). Courage is a character value from the short story 'Bocah-Bocah Borneo' that students can emulate.

3.1.3 Social care

The character value of social care contains the meaning of actions that lead to the willingness to assist, assistance and compassion to people in need (Isnaeni & Ningsing, 2021). The character value of social care can be found in several quotes below.

I ran to Grandpa Agus' house to ask for help. Arriving at the top, Moses, Reymon, and I welcomed Awi. (Vanish, p. 15)

Uncle approached me. "Bring this snakehead fish, we're going home...". Uncle handed me a snakehead fish measuring about one kilogram. (My Poor Fishing Rod, p. 30)

When he almost arrived at the mosque, a young man came over to Uncle. He tried to help Uncle Walk. "Come on, sir!" asked the young man while holding his hand. (Pg. 106). I obeyed his orders. I massaged his feet. (The Lame Who Wasn't Lame, p. 107)

Based on the quotes from the short story above, it shows that we care about other people's disabilities and share the difficulties they experience. The character value of social care in short stories is very important to emulate (Admizal & Fitri, 2018).

3.1.4 Environmental care

The character value of caring for the environment implies a person's sensitivity to all forms of damage to the natural environment around him and making efforts to maintain and repair natural damage that has occurred. Environmental care character's contained the following short story title The Power of Water.

Without asking many questions, we immediately headed to the rubbish bin behind the house. (Pg. 44). I collected the rubbish that was between the grass and put it in the waste basket (Pg. 45)

A person's willingness to maintain environmental balance as described in the short story quotes above is very necessary for human survival. The character of caring for the environment grows into a habit that will underlie children's behavior in every day (Afriana & Hidayat, 2022).

3.1.5 Friendly and communicative

The meaning of friendly and communicative character is an attitude or action that shows feelings of happiness when communicating with the people around him. Actions of friendly and communicative character that show a sense of joy in socializing and caring for others (Anjani & Safitri, 2023). Character education can be found in the following quote.

Moses invited us to play hide and seek behind Grandpa Agus' house. Playing hide and seek there, it's fun because there are lots of hiding places. (Vanish, p. 10)

My relationship with Brother is very close. We went to and from school together. We also often play together. (The Power of Water, Page 46)

"Yo, let's play hide and seek!" invites Brother. "Let Brother take care of it first," persuade Brother so that we are willing to play.... (Best Hiding, p. 67)

I am very happy to be called Brother by Berto because only Berto calls me Brother. I jogged over to Berto. "What is Berto playing?" I asked softly. (The Tame the Wild, p. 79)

The atmosphere at home became lively, especially as Uncle Mang was a very funny and mischievous person. For some reason, he often teases me. Nevertheless, I really like it. (My Flying Patlau, p. 93)

The example that can be taken is that as God's creatures, we must be able to socialize well to create a harmonious and peaceful atmosphere. Instilling communicative character in students through speaking and being polite (Fitriyah et al., 2023).

3.1.6 Responsibility

The character of responsibility means being serious about fulfilling your obligations as both an individual and a social being. The character building of students' obligation is carried out ideally covering all angles of understudies, specifically cognitive, full of feeling and psychomotor (Sari & Bermuli, 2021). The value of the character of responsibility in the following quotes.

Mamak gave me IDR 13,000.-. I rushed to Mr Sulas's stall. Mamak asked me to go to Mr. Sulas's shop for Rp. 500,-. For other people, IDR 500 may not mean anything, but for our family it means a lot. (White Ghost, p. 5)

... we played hide and seek. Reymon was the first on guard. He closed his eyes with both hands while counting, "One, two, three, four, five, six..." We ran away looking for a hiding place. (Vanish, p. 11)

"Philipus, try to catch up with your little brother! Mama just remembered that at the intersection of Eli's house there was a dog who liked to bark. I walked quickly after my sister to Eli's house. (Repentance in Darkness, p. 21)

Carrying out parental orders in the correct manner and being able to accept the consequences of the attitude taken are examples that everyone must have. Responsible character education is implemented through learning assistance while at home (Gestiardi & Suyitno, 2021).

3.1.7 Curiosity

Curiosity can be reflected in an attitude of being willing to learn and try new things that are challenging. The character of curiosity is important to improve in elementary school students because it influences the learning activities carried out (Hadi et al., 2021). The following is the character value of curiosity.

The fear came back to haunt me. However, at the same time, my curiosity also arose. "Was what I glimpsed earlier really a ghost or just my feeling?" I asked curiously. (White Ghost, p. 8)

I dared to ask him where Uncle Bombon was. (Bonbon Versus Bombon, p. 35).

"Do you know the answer, Mel?" Febri asked Emel, who had been silent for a long time.

"I don't know. So, what is the correct answer?" Emel asked curiously.

"Deko and Neli's answers are correct, except for Emel's answer because Emel doesn't know the answer," answered Febri. (Pg. 38).

"Why is this frog so soft? Why isn't this frog slippery?" Febri and Emel approached me. (Fine Dining, p. 42)

I'm curious about what happens in the toilet. "Why is the toilet door moving? Who is in it? Why did that person bear to stay there? (A Vain Throw, p. 90)

Elementary school students have a high level of curiosity. Reading activities can create curiosity (Ningrum et al., 2019). Solutions to various problems in life can be found with high curiosity. Several quotes from the story above represent examples of the curious attitude experienced by elementary school students so that they can be used as learning.

3.1.8 Discipline

Disciplined character has characteristics, such as behaving in compliance with the rules and being able to make the best use of time. Schools act as a place where students apply various planned strategies in implementing discipline (Huda et al., 2021).

"Your teeth will get damaged later!" Dad said one day when Sis Rosi forgot to brush her teeth before going to bed. (Surprise on the Day of Blessing, p. 73)

Almost every year Uncle Mang's family comes to our place on holiday. They spent their class promotion holidays. (Pg. 93). On the terrace, Uncle Mang was already warming up. He swung his arms back and forth. He also jogged in place. (My Flying Patlaus, p. 95)

Discipline in maintaining personal hygiene has been instilled by the "Father" figure in his children from an early age. Discipline in building regular habits such as exercising provides an example of living. The character of student discipline at school includes everything that influences students to help them understand and adapt to environmental demands (Sobri et al., 2019).

3.1.9 Hard work

Hard work means strong determination to fulfill an obligation even though facing various obstacles. The esteem of difficult work character instruction incorporates difficult work within the family, difficult work for yourself, and working (Sulastris & Simarmata, 2020).

Dad has been busy planting pepper and corn. You must work harder to meet all our needs. (My Poor Fishing Rod, p. 25)

I helped Mamak dry the black paper on the house. I got the black paper from the garden behind the house two days ago. (Death Kick, p. 51).

.... I'm not giving up hope. I approached the papaya tree. I shook the stem with both hands repeatedly. However, the papaya fruit did not fall. I also kicked with my right foot repeatedly. (Death Kick, p. 55)

We must continue our respective jobs. Father returned to the vegetable garden to drive stakes. My brother, sister, and I are looking for Angsana leaves as goat food. (Best Hiding, p. 67)

The character value of hard work forms a personality not to give up easily. Implementation of the value of hard work is carried out through learning and habituation (Wadu et al., 2020).

3.1.10 Polite

A polite attitude can be measured by being kind, respecting, loving, and appreciating fellow human beings (Santoso et al., 2023). The polite character has identified from the following quotes.

Every time I go fishing in the river, I don't forget to say goodbye to Mamak. (My Poor Fishing Rod, p. 26)

Uncle Bombon is small, even though he is 30 years old. However, as a matter of respect for older people. (Bonbon Versus Bombon, p. 34)

Polite attitudes can be applied to the smallest scope, namely the family. The family plays a role in maintaining polite character, such as managing the use of various facilities used in daily life (Noor & Damariswara, 2022). Polite attitudes can also be applied in a wider environment, namely in society, for example calling respectful greetings.

3.1.11 Independent

Independent character means being able to behave and act without continuing to depend on other people. The ability to manage time and social life is a reflection of positive values in actualization (Yusutria & Febriana, 2019).

I have prepared the fishing equipment. I bought the rope and fishing hook at the shop. Likewise with fish bait in the form of worms, I looked for it after coming home. (My Poor Fishing Rod Page 25)

I immediately cleaned myself. I changed into my school uniform. (Fine Dining, p. 39)

The educational value of independent character can be useful for self-maturation. An independent character means a child does not constantly depend on other people. Someone independent can be wiser in self-management (Dewi et al., 2021).

3.1.12 Honest

Honest character is related to the willingness to convey something as it is, without adding or subtracting information (Lase & Halawa, 2022). The application of honest character to students can be seen in attitudes or actions in line.

"I was looking for Uncle Bombon to hand over the change." (Bonbon Versus Bombon, p. 36)

Exemplary honest attitude according to the short story, namely wanting to give back to someone who is more deserving. Good relationships can be established between individuals to foster a sense of confidence to always dare to tell the truth (Surya et al., 2021).

3.1.13 Tolerance

The character of tolerance can be interpreted as an attitude of respecting every difference in order creating harmony. The character of tolerance can foster multicultural competence (Supriyanto & Wahyudi, 2017).

"Pek, Jun!" shouted Tito. He encouraged his friend Rajun. He knew very well that Rajun was not good at flicking marbles. (The Most Beautiful Jump, p. 59)

The value of tolerance in friendship is very important to maintain continuity in a relationship. The character Tito still appreciates his friend's abilities even though he knows that Rajun is not good at

playing marbles. The character of tolerance can build communication relationships amidst differences (Silsil et al., 2022)

3.1.14 Creative

Creative characters can seek inspiration through thoughts and actions that are in harmony with the context of current events. Children's creative potential can grow if they are faced with problems in nature to build children's potential (Dwiputri & Anggraeni, 2021).

"Jef, you get on the bench first. Then you'll be stupid!" (Death Kick, p. 54)

I've been holding my pee ever since. Want to go to the toilet, it's impossible. Finally, I looked for a place to "pee" in the bushes. After "peeing", I washed my genitals with a few leaves. (A Vain Throw, p. 88)

The ability to find ideas to find a way out of the problems being experienced shows that the short story character has a creative character. Individuals who have a strong commitment to building their creativity can create new energy to realize their creativity (Putro, 2016).

3.1.15 Democratic

Democratic character means the ability to deliberate, freedom of opinion, both in the home, school and community environment. Democracy shapes the characters of society so they can live together (Anatasya & Dewi, 2021).

Vero, you first, bah, jump!" I asked.

"Aah, it's you, right? You weren't dead before," said Vero.

... my heart started pounding, worried that my jump would fail. (The Most Beautiful Jump, p. 62)

"Sula, you take a shower first!" asked my sister.

"Sis Rosi first! I'm still cold," I refused.

"When it comes into contact with water, it's no longer cold," said Grandma. (Surprise on the Day of Blessing, p. 74)

The democratic attitude was shown by several children who were playing. Likewise, with the characters Sula and Brother discuss bathing. Democracy provides freedom to express opinions and act according to wishes without violating established rules (Adprijadi & Sudarto, 2020)

3.1.16 Spirit of Nationality

The character value of the national spirit has a very broad perspective. One of them is characterized by a willingness to help fellow humans without distinguishing between social and economic status (Hendri et al., 2019).

Up to that point, I haven't switched positions. Laura, Vero, and Tika have switched positions. Finally, return to the original position. While Laura and Tika held the rope, Vero and I had the right to jump. (The Most Beautiful Jump, p. 62)

Father and Mamak followed Grandpa's request. Then, they were joined by residents who came to help. (Surprise on Blessing Day p. 71)

The educational value of the character of national spirit explores a person's sensitivity to wanting to provide help. The character of the national spirit recognizes the existence of equal rights and obligations between friends (Paramita & Wulandari, 2022). The two quotes above reflect the existence of a national spirit in the circle of friends and neighbors, which can be of exemplary value.

3.1.17 Patriotism

Character education, especially patriotism, must be implemented from an early age, including through educational institutions such as schools (Atika et al., 2019). An attitude of patriotism can be realized through the willingness to use and consume original domestic products.

... Mothers prepare vegetable spices and side dishes, as well as traditional food typical of my region. The seasoning consists of shallots, garlic, sahang, coriander, and other kitchen spices. Traditional food from my area is mostly made from sticky rice. Typical foods include kelepon, tumpi, and lelang. (Surprise on the Day of Blessing, p. 72)

The values of patriotism need to be internalized in students in the early grades so that they can have a sense of pride in the nation and state of Indonesia (Kurniawaty et al., 2022). The character education value of patriotism in short stories is described through various traditional preparations typical of the country. Readers can interpret the character's through the narrative constructed in the short story.

3.1.18 Appreciate achievements

The character of respecting achievement emphasizes recognition of the success achieved by others (Sutomo & Milyani, 2019). The appreciating achievements character can be found in the following.

From a distance, I saw my sister casually walking alone. Occasionally he turned on the flashlight in his hand. I really admire his courage. (Repentance in Darkness, p. 22)

We approached Tito, Rajun, and Gala who were playing marbles. We admire those who are good at flicking marbles. We're not good at flicking marbles. (The Most Beautiful Jump, p. 59)

"How is your fast? Are there any holes?"

"Great uncle, nephew." (The Lame Who Wasn't Lame, p. 104)

The urgency of implementing character education for students at all levels of education is that it is hoped that there will be an increase in awareness of the character of respecting student results (Hakim, 2020). In the short story, the importance of appreciating achievements through messages from events in the short story anthology 'Bocah-Bocah Borneo'. The character adopted through stories of various traditional preparations typical of the country.

3.2 The Short Story Anthology 'Bocah-Bocah Borneo' Implications for Student Character Development

The anthology 'Bocah-Bocah Borneo', there are many moral messages as a manifestation of the essence character education values that worthy of being emulated by students. The implementation of character education values in the short story is in accordance with the dimensions of character strengthening through the Strengthening Character Education movement which originates from philosophy of Ki Hajar Dewantara (presidential decree, 2017).

3.2.1 Religious

Religious school culture plays a role in character formation of students (Silkyanti, 2019). Religious is related to spirituality, belief and religion which guide a person's life in carrying out their obligations as God's creatures on earth. Attitudes that reflect a servant's obedience to God are found in the short story anthology 'Bocah-Bocah Borneo', such as listening to sermons, being grateful, praying, obeying parental orders, performing prayers for Muslims, and going to church for Christians. The religious character values contained in the short story can guide in forming students' religious character.

3.2.2 Nationalism

The attitude of nationalism contained in the short story anthology 'Bocah-Bocah Borneo' can be found explicitly through the narrative and dialogue built in the short stories. For example, when authentic Indonesian food, folk games and the use of Indonesian in the short stories are introduced, it shows that there is pride in Indonesia's uniqueness. Character values in the learning process aim to strengthen the nationalist character of alpha-generation children through school culture (Apriani & Sari, 2020; Erviana, 2021).

3.2.3 Independent

There are many stories in the short story that indicates an independent character, like a child who can take care of himself, explore his hobbies and interests in doing things without the help of

others, prepare his own needs, try optimally on his own, and is able to regulate his behavior well. Students who have low independent learning character scores can affect their learning achievement (Khairani et al., 2022; Cahyani et al., 2020).

Implications for student character development include a similarity in the age range of the characters with the actual age of the reader. Students can learn the moral message, namely the character of independence.

3.2.4 Cooperation

The character value of cooperation creates a high sense of empathy. Cooperation is one of the efforts to improve student character education in schools (Mulyani et al., 2020). The formation of the character of cooperation in students can be learned from the short story anthology. Students are the subjects of learning and are expected to have a high spirit of cooperation in any situation. The exemplary value of the character of cooperation creates the nation's next generation who can loving, kind and selfless through real actions in the environment.

3.2.5 Integrity

Integrity refers to a consistent attitude between words and actions. People with integrity have the values of honesty, responsibility and love of truth (Retnasari & Sumaryanti, 2022). Various incidents in the short stories have characters' consistency in keeping their words, brave in taking action, and fair in making decisions.

Several potential differences were found in this research. First, this research analyzes the variable character values of all the titles contained in the short story anthology. Second, analyzing the value of character education, namely, eighteen character items under the Republic of Indonesia Presidential Decree of 2017. This research has implications for the relevance of the value of character education in short stories to the implications for student character development through exploring the details of the value of character education in short story anthologies to be able to describe character education more comprehensive.

This research has limitations such as the literature that discusses exploring the contents of short stories is still relatively small. Researchers often refer to other types of literature such as novels which have a similar discussion, namely character education.

4. CONCLUSION

The short story anthology *Bocah-Bocah Borneo*, which incorporates eighteen character education values, has made a significant contribution to character development in students. By engaging with these values, students can grow into individuals who are beneficial to both themselves and their communities. The values align with Ki Hajar Dewantara's philosophy of Strengthening Character Education, demonstrating their positive impact on student character formation. While this research provides valuable insights, it is limited to the analysis of a single literary work, which may restrict its broader applicability. Future research should explore a wider range of literary sources and investigate how character education values can be consistently integrated into various subjects. Additionally, further studies could focus on developing an interdisciplinary curriculum that seamlessly incorporates character education, offering practical implications for educators and stakeholders.

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Conflicts of Interest: The authors declare no conflict of interest. This research aims to provide valuable insights and become a reference for further research.

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