



Analysis of Character Education in the Storybook of The Champion Who Has a Soft Heart by Yusman Nasution

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Received: March 11, 2022

Revised: July 7, 2022

Accepted: April 10, 2023

Online: April 30, 2023

Abstract

The current era can be witnessed by phenomena that show the de-characterization of the nation. The formation of the character of learning is the full responsibility of the teacher, who then can insert character education through learning that will be delivered to students. The aims of this research are (1) to describe the structure (2) to describe the values of character education in the books (3) to explain the relevance of learning literature in elementary school. This research uses a qualitative descriptive. Techniques using interviews and document analysis. Data sources include a children's fiction book entitled "The Champion Who Has a Soft Heart" by Yusman Nasution. The results can be concluded as (1) 3 children's fiction books has complete structures (2) There are 9 educational values story entitled "The Champion Who Has a Soft Heart" by Yusman Nasution has religious values, honesty, discipline, hard work, curiosity, respect for achievement, friendly, like to read, and social care. (3) The children's stories from the three books are suitable to be used as literature learning materials in elementary school. This is evidenced by the existence of KD 3.9 Observing the characters 4.9 Delivering the results of identifying characters, especially in IV grade of elementary school.

Keywords *Character education, children's stories, The Champion Who is Soft-hearted*

INTRODUCTION

Children's fiction is a literature devoted to children who has a major contribution to the development of children in the process towards adulthood. Through the presentation of children's stories, it is expected to be a means of planting, developing, and even preserving good moral values and is very valuable to the community, family, and nation. Through literary works, children can acquire, learn, and respond to various life problems.

According to Sarumpaet in Sari (2019: 13), children's stories are stories written for children which talk about children's lives. Children's stories depict the life events of the characters in living life as expressed in the storyline. Kurniawan (Devianty 2017: 3), children's literature refers to the life of stories that are correlated with the world of children (the world understood by children), and the language used is in accordance with the intellectual and emotional development of children (language understood by children).

Based on this opinion, children's stories can provide reflection, appreciation, and actions of the readers (children) about the values of the characters contained in the story. Not only that, the information obtained from the story provides a lot of knowledge, creativity, children's skills, and character education



for children. Therefore, it can be said that children's stories have a big influence on the formation of children's character education values.

Character education is a system that inculcates values in accordance with the nation's culture with components of knowledge (cognitive), feelings (affection feeling), and actions, both towards God Almighty (YME) for oneself, the community, and the nation. (Muchtar, et al, 2019: 52-53).

According to the Indonesian Ministry of National Education and Culture (Kurniawan, 2017: 41-42), the values developed in character education in Indonesia come from four sources, namely religion, Pancasila, culture, and national education goals. Based on the four sources, it is broken down into 18 values of character education, namely: (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) appreciate achievements, (13) friendly/communicative, (14) love peace, (15) love to read, (16) care for the environment, (17) care for the social, and (18) care for the environment.

However, unfortunately, it can be witnessed at this time that there are so many phenomena that show the de-characterization of the nation. One example occurred on the national education day in the city that was awarded as a child-friendly city, Garut Regency. There was a fight between elementary school students that led to murder (Sugiyarto, 2018: 25).

The case of bullying that occurred in Bukit Tinggi emerged because someone recorded it and then uploaded it to social media. Video of a girl wearing a headscarf in an elementary school uniform standing in the corner of the room, then other students take turns beating and kicking until the girl who is the object of violence is helpless. The girl just gave in and cried to accept the harsh treatment of her friends. It is also reported that a student kicks a scene while jumping like an action actor. On the sidelines of the torture, there were also students laughing while facing the camera, and there were also expressions in the Minang language asking for the action to be stopped (Aprianto, 2018: 3).

Deviations from elementary school children also occurred in Purwakarta; it was reported that 15 children were detained by the Purwakarta Police because they wanted to get into a brawl complete with sharp weapons. The 15 students from SD 1 Sindangkasih, grades 5 and 6, wanted to get into a brawl in Baranang Siang Village, RT 59/16, Sindangkasih Village, Purwakarta. They carried sharp weapons, including machetes, sickles, and machetes when they were about to brawl to attack other students at SD 6 Sindangkasih (Pasha, 2018: 45).

The formation of character at the time of learning is the full responsibility of the teacher. Teachers can insert character education through learning that will be delivered to students. Learning the content of Indonesian is one of the suitable subjects for providing character education to students. Teachers can package learning materials that contain character education, such as literary learning. Success in shaping the character of students is the main key that must be carried out by a teacher.

The value of character education, according to the Ministry of National Education, will be the focus of research on the 3 children's story books "The Champion Who Has a Soft Heart" by Yusman Nasution,

At a glance, you can see the snippet of children's stories that have character education values entitled "The Champion Who Has a Soft Heart" by Yusman Nasution; on page 8 the sentences quoted are:

"Patience, Nur, we'll talk to him tomorrow at school," said Herawati. However, Herawati was still excited to meet her friend. When they managed to meet Rahdeli, Nursiah tried to cheer her up so she wouldn't be sad again."

"Del..Deli, forgive us," said Herawati hesitantly.

Based on this sentence, there is a friendly/communicative character value marked by guilt and wanting to apologize between friends.

LITERATURE REVIEW

1. Structuralism

Structuralism is a totality that is built by its various elements or builders. According to

Ryan (Nurgiyantoro, 2016: 58), in this case, the structure can be understood as a system of rules that causes the various elements to form a systematic unity so that it becomes meaningful. The structure itself is actually intangible and incompressible, but it is very important in its presence. It becomes a common thread that connects all elements. Research conducted by Sapdiani et al. (2018) describes the cohesiveness of the intrinsic elements of the short story "Kembang Gunung Kapur" by Hasta Indriyana using the structural analysis method and the moral values contained in the short story. The short story is formed dynamically by the author and has a theme, character, characterization, setting, and plot so that one element is related to another. While this research is related to the structure as well as in this study, the sources analyzed are three children's story books entitled "The Champion Who Has a Soft Heart" by Yusman Nasution.

2. Educational Value

Based on several experts on the values of character education. This research is in line with the Indonesian Ministry of National Education and Culture in (Kurniawan, 2017: 41-42) consisting of 18 character values, namely: (1) religious, (2) honesty, (3) tolerance, (4)

discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) appreciate achievement, (13) friendly/communicative, (14) loves peace, (15) likes to read, (16) cares about the environment, (17) cares about social, and (18) is responsible. The researcher refers to the eighteen values of character education.

3. The Relevance of Learning Literature in Elementary Schools

Through literary learning, children's stories are expected to obtain various information that is treated in life. A life that describes and explains how the relationship with parents, friends, relatives, or the community with its function. It is expected that students have sensitivity and concern for the surrounding environment. The existence of damage to the natural environment and the relationship of characters with the natural environment can be used as learning materials for Indonesian literature in accordance with the basic competencies of interpreting the author's views on life in novels which are then analyzed and presented using the media. Woro Dyasti (2018) entitled Analysis of Genetic Structuralism in the Novel *Bekisar Merah* by Ahmad Tohari and its Relevance as Material for Literature Learning in High School. Analyzing the structure, social and cultural background, Ahmad Tohari's worldview in the novel *Bekisar Merah*, as well as the relevance of the study to Indonesian language learning on the material to understand the building blocks of literary novels in high school. The similarity between this research and this research is that it uses the same analysis, namely structuralism which includes themes, characterizations, plot, setting, and mandate. It's just that the sources studied are different, and their relevance is different. The study analyzed the novel and its relevance to high school literature learning.

RESEARCH METHOD

This research is a literature review using qualitative research methods. The data collection technique used is observation with document analysis. According to Afifuddin (Annisa, 2019), qualitative research methods have criteria including definite data is data that occurs as it is, not data that is just seen or spoken, but data that contains meaning behind what is seen and spoken. The sources of data used including the following:

Title : The Champion Who Has a Soft Heart
Writer : Yusman Nasution

Publisher : Media Chakra
 Publication Year 2010
 Number of pages : 80 pages

Data collection techniques using interviews. Interviews are a way for researchers to collect data that aims to find and find out in detail the problems studied (Sugiyono, 2017: 319). This study used unstructured interviews. The informants in this study consisted of two teachers, namely Ms. MN, S.Pd, a fourth-grade teacher at Sungai Kuini 2 Elementary School, and Mr. S, S.Pd, a fourth-grade teacher at Sungai Pandan Tengah Elementary School. The informants support the data in the content approach, namely the structure of children's stories and the value of character education in children's stories. This will later be used to determine the relevance of Yusman Nasution's *The Soft-hearted Champion* in learning literature in elementary school.

The structure of the story to be analyzed is the theme, characters and characterizations, setting, plot, and mandate. The values of character education studied include 18 values character education, namely: (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) respecting achievements, (13) friendly/communicative, (14) peace-loving, (15) fond of reading, (16) environmental care, (17) social care, and (18) responsibility. And its relevance to literature learning in elementary school.

FINDINGS AND DISCUSSION

A. Structure of the book

1) Theme

The theme is the main idea or thought of a story that explains the general content. The theme in a work of fiction will be obtained when the reader has read the entire story book *The Champion Who Has a Soft Heart* by Yusman Nasution. Tells about the hard and kind work of the character Rahdeli to become a champion.

His hard work was encouraged by several figures, including Rahdeli, Mr. Zaini, Rahdeli's mother, Rahdeli's father, Aunt Milah, Nonon and Yan (Rahdeli's sister), Mr. Mamat, Herawati, Maimun, Nursiah, Zulfikar, Anita, Yakub, Ayub, Suryadi, Naila, Suman, Mrs. Suman. The theme in Yusman Nasution's story book *The Champion Who Has a Soft Heart* is the theme of hard work of the kind-hearted Champion. This can be seen in the following quote.

"My mother and father are willing to be foster parents for Suman and her younger siblings so that they can continue to go to school, sir," explained Rahdeli.

"I want no one else to know, sir, apart from you and the principal. I am afraid that Suman will feel embarrassed for the other friends in this class, sir. Therefore, I ask for your help in conveying it to the principal. School, Suman and his mother, sir," said Rahdeli. (Page 69)

In this quote, Rahdeli, the main character, is kind-hearted and wants to help his friend Suman to go back to school. He asked his mother and father to be foster parents for Suman and her younger siblings. Not only that, but he also asked Mr. Zaini, the teacher, to keep it a secret so that he would not be considered arrogant and Suman would not feel ashamed to go back to school.

2) Characters and Characterizations

1. The main character

The main character is a character who, in the story, becomes the center and is highlighted and has a more dominant and prioritized story. The main characters in the storybook *The Champion Who Has a Soft Heart* by Yusman Nasution are as follows.

a. Rahdeli

Rahdeli's character, described by the author, is a 5th-grade elementary school student at SDN 09. She is a spoiled person, honest, studious, and kind. One of rahdeli's spoiled characters can be seen in the sentence below. This can be seen in the following sentence.

At the time, Rahdeli could not answer the questions asked by his teacher. He always approaches his teachers. That's what makes his report always good, and he still goes to class every day. In class, he is always calm and safe his teachers won't give him the money assignments his mother received to his teachers It makes him like a prince in

his class at Even this 5th grade he wants to be like that. Suddenly there was a knock on his door. The knock dispelled his wandering thoughts at the same time we heard a knock on his bedroom door (Page 25).

In the quote, Rahdeli's mom really loves Rahdeli. Until, whatever Rahdeli asked for, it was always realized, which made Rahdeli spoiled. Until, the wrong action by the way his mother approached the teachers was still carried out. In addition to the quote, which states that Rahdeli is an honest, namely as follows:

"Excuse me sir. I lied when you asked about Suman," Rahdeli regretted what she had done earlier. Mr. Zaini noticed him (Page 67).

It can be seen in the quote that it is clear that Rahdeli is honest because he is trying to apologize to Mr. Zaini and regrets his actions that he lied about Suman. The quote which states that Rahdeli is a studious person is as follows:

Rahdeli's enthusiasm for learning has never decreased. His success in getting first place in the distribution of his first quarterly report cards in fifth grade encouraged him to study harder. The birth of a study group that arises from the togetherness of his mind with his friends also makes him happier to learn. It is with this sincerity that the fifth-grade students of SDN 09 are members of the top ten out of 48 fifth-graders. Rahdeli always topped the rankings (Page 69).

The quote clearly states that Rahdeli is always eager to learn until she gets first place in the distribution of report cards and always encourages her to study harder. In addition, the quote that states that Rahdeli is a kind person is as follows:

My mother and father are willing to be foster parents for Suman and her younger siblings so that they can continue to go to school, sir," explained Rahdeli.

"I want no one else to know, sir, apart from you and the principal. I am afraid that Suman will feel embarrassed for the other friends in this class, sir. Therefore, I ask for your help in conveying it to the principal. School, Suman and his mother, sir," said Rahdeli. (Page 69)

Seen in the quote indirectly expresses Rahdeli's kindness to help Suman go back to school.

b. Mr. Zaini

Mr. Zaini's character described by the author is a fifth-grade teacher at SDN 09. He is a compassionate and fair person. This can be seen in the quote below as follows.

All the students were silent, afraid that Mr. Zaini would be angry. Pak Zaini is actually not a teacher who likes to be angry. He is actually me to all his students. He wanted everything to be orderly and disciplined. That's why he was a little upset to see Rahdeli impatiently want to go home (Page 15).

In the quote directly stated, Mr. Zaini, is not a teacher who likes to be angry, but compassionate to his students. The sentence which states that Mr. Zaini is a just fair person is as follows.

"I can not fulfill Mother's offer and request to give special privilege to Rahdeli. I should not discriminate against my students. I have to treat them the same," explained Mr. Zaini (Page 34).

The quote shows fairness Mr. Zaini did not accept the offer from Rahdeli's mother because he wanted to treat all students the same.

2. Additional Characters

a. Rahdeli's mother

The character of Rahdeli's mother described in the author is a loving person. Too bad he is for Rahdeli. He always does whatever he wants. This can be seen in the quote below as follows.

"Maimun and Zulfikar, ma'am. They tricked me, Mom," he said as if he was expressed his disappointment to his mother. His mother smiled and rubbed Rahdeli's head (Page 10).

In the quote, the way Mrs. Rahdeli treats Rahdeli by rubbing her head with a smile shows that she loves her child very much.

b. Rahdeli's father

He is a person who cares for his child. This can be seen in the quote below as follows. As a trader in the sub-district market that has three shops, indeed his father is always busy. Her mother used to take care of Rahdeli with her younger siblings, while Aunt Milah did the cooking and washing clothes. However, that night her father noticed something else in Rahdeli. As soon as Rahdeli left the dining table and headed for her room, her father asked her mother:

"Why Rahdeli, Mom?" Asked his father while looking at his mother who was still eating with his younger siblings (Page 11).

It appears in the quote that Rahdeli's father is a caring person, he sees something different from Rahdeli. As soon as he left the dining table his father was curious and asked his mother.

c. Aunt Milah

The Aunt Milah character described in the author is a maid at Rahdeli's house. He's a good person. This can be seen in the quote below as follows.

At 06.00 Rahdeli was already neatly sitting at the dining table, sipping the sweet tea that had been served by Aunt Milah and eating the strawberry sandwich that had been prepared by Bik Milah (Page 11).

In the quote Aunt Milah prepares breakfast for Rahdeli.

d. Nonon and Yan

The characters Nonon and Yan depicted in the author are his sister Rahdeli. This can be seen in the quote below as follows.

When he had dinner with his father and mother and his younger brothers Nonon and Yan, he also seemed not in the mood. He hastily finished his meal. His mother deliberately did not tell his father the situation (Page 11).

The quote states that Nonon and Yan are Rahdeli's younger siblings. Together with other family members to eat together.

e. Mr. Mamat

The character of Mr. Mamat described in the author is a gatekeeper of the SDN 09 school. This can be seen in the quote below as follows.

Rahdeli stepped up and continued walking towards her school. Like yesterday, when he arrived at his school, it was still quiet. Pak Mamat, the school guard, who was opening the gate, looked at him in surprise. However, Rahdeli did not pay attention to Mr. Mamat, he walked towards his class. the class was still empty, no friends had come, he stepped into his chair, he sat for a while his bag was put in his desk drawer, then he came out of the class he walked towards the gate. he ran while staring intently at the road to the school, he was waiting for the arrival of his friends, especially Maimun and Zulfikar who had disappointed him, even though it was getting late and his friends and students at SDN 09 were already getting busier, Maimun and Zulfikar had not yet come back, Herawati and Nursiah approached him (Page 12).

The quote states that Mr. Mamat is an elementary school at 09. However, the character of Mr. Mamat only appears once in the story.

f. Herawati

Herawati character described in the author is Rahdeli's classmate. He is intelligent, empathetic, and friendly. This can be seen in the quote below as follows.

Herawati worked on the matter in earnest. Since he was doing it at home, it wasn't difficult for him to do it on the blackboard. After he finished, he looked at the results of his work carefully for a moment (Page 3).

The quote clearly states that Herawati is a smart person, she finds it not difficult to do the assignments on the blackboard, because she has already done them at home. In addition, there is a quote that states Herawati is a friendly person, namely as follows.

"We have to help him so that he is eager to learn," suggested Herawati. His friends listened to the good advice (Page 58).

The quote states that Herawati is a good person by giving suggestions that she should help Rahdeli to be enthusiastic about learning.

g. Maimun

The Maimun character described in the author is Rahdeli's classmate. He is a good mathematician, and a helper. This can be seen from the following quote.

"Maimun and Zulfikar are good at math in our class. Maimun ready?" said Nursiah. Maimun and Zulfikar smiled. It's hard to be called a mathematician in class V at SDN 09. "Okay, I'm ready to help," answered Maimun (Page 48).

The quote clearly states that Maimun is good at math and he is ready to help his friends study.

h. Nursiah

The character Nursiah described in the author is Rahdeli's classmate. He is a careful and friendly person. This can be seen in the following quote.

Not long after, Nursiah finished. Before handing over the work to Mr. Zaini's inspection, he carefully looked at it one more time. Pak Zaini is proud to see his student who is careful, careful, and earnest in learning like Nursiah (Page 7).

It can be seen in the quote that Nursiah is a careful person. Even Mr. Zaini is proud to see his students are careful and earnest in learning like Nursiah. The quote that states Nursiah is a friendly person is as follows:

"Patience, Nur, we'll talk to him tomorrow at school," said Herawati. However, Herawati was still excited to meet her friend. When they managed to meet Rahdeli, Nursiah tried to comfort her so she wouldn't be sad all the time (Page 8).

Nursiah is a friendly person, namely in her sentence she tries to comfort Herawati so she doesn't always feel sad.

i. Zulfikar

Zulfikar's character described in the author is Rahdeli's classmate. He is an honest person, good at math, and a helper. This can be seen in the quote.

"Yes, Sir. I was wrong, sir," said Zulfikar (Page 42).

The quote states that Zulfikar admits his mistake that he did Rahdeli's homework and earned some money. He was honest that his actions could make Rahdeli stupid. The quote that states Zulfikar is a smart mathematician is as follows:

"Maimun and Zulfikar are good at math in our class. Maimun ready?" said Nursiah (Page 48).

The quote states that Zulfikar is good at math in class. Then he certainly helped his friend to study. This can be seen in the quote as follows.

Maimun and Zulfikar smiled. It's hard to be called a mathematician in fifth grade at SDN 09. Therefore, if anyone feels unclear, just ask. I'm ready to explain," Zulfikar agreed. (Page 49)

Seen in the quote states that Zulfikar is happy help friends who have difficulty in learning mathematics.

j. Anita

Anita's character described in the author is Rahdeli's classmate. He's a friendly person. This can be seen in the following quote.

"That's right, Herawati. We've been a group since. We can't leave Rahdeli like that." Anita said reassuringly (Page 38).

The quote states that Anita is a friendly person, that is, she cannot allow Rahdeli to not be enthusiastic about studying, so she should be a good friend to help her.

k. Yakub

The character of Yakub described in the author is Rahdeli's classmate. He's a friendly person. This can be seen in the following quote.

"Come on, Yub, let's finish this fight"! take him to Kub.

"Already..already, Rahdeli!" said Jacob after they pulled their two friends to their feet. However, Rahdeli still struggles in Yakub 's hand and Maimun in Job's hand (Page 18).

The quote shows that Yakub was trying to separate Rahdeli and Maimun in a fight. He invites Job to finish the fight.

l. Ayub

Ayub 's character described in the author is Rahdeli's classmate. He's a friendly person. This can be seen in the following quote:

"That's enough, Maimun," said Job.

"But he started it. I don't know what he wants. He invites me to fight," replied Maimun (Page 21).

The quote states that Ayub was trying to stop Maimun and Rahdeli's fight. He didn't want any fights between his friends. The quotes that show Ayub was also a friendly person are as follows:

Yes, Rahdeli is our friend. We must not let him continue to be sad," said Ayub (Page 38).

It appears in the quote that Ayub cares about Rahdeli, because Rahdeli is his friend, of course he doesn't let him continue to be sad.

m. Suryadi

Suryadi's character described in the author is Rahdeli's classmate. He is a quiet person. This can be seen in the following quote.

Suryadi is a quiet child, but is usually able to do well on the math problems given by Mr. Zaini. Suryadi was in third place after Maimun and Zulfikar when they received their third- quarter report cards in fourth grade (Page 52).

It can be seen in the quote that it is clear that Suryadi is a quiet child.

n. Naila

Naila's character described in the author is Rahdeli's classmate. He's a brave man. This can be seen in the following quote.

"Who dares to fix it?" Ask Mr. Zaini. The fifth graders scrambled to raise their hands. "Me, sir!" they shouted in unison and the fifth-grade room became noisy.

"Okay, now you, Naila" said Mr. Zaini asking Naila who also raised her hand to fix Suryadi's work earlier (Page 53).

The quote states that when Pak Zaini offered to students to fix Suryadi's work on the blackboard. Naila bravely raised her hand and tried to fix Suryadi's work.

o. Suman

The character Suman described in the author is Rahdeli's classmate. He is a grateful person and is grateful that thanks to generous people who were willing to become adoptive parents and his sister, he was able to go back to school. This can be seen in the following quote.

"I also can't forget this school and all my friends, Deli. Fortunately, there are benefactors who are willing to be my foster parents and my younger siblings, so that I can go to school again. I thank him, Deli," said Suman full of emotion (Page 72).

In the quote it is very clear that Suman is very grateful and grateful to his foster parents and younger brother so that he can go back to school.

p. Suman's mother

The character of Suman's mother described in the author is Suman's mother who is grateful and religious to the people who help Suman return to school. This can be seen in the following quote.

"Thank you, sir, you have gone to great lengths to help me and my children. Suman can finally go to school again," said Mrs. Suman, wiping her eyes with a forced smile on her lips (Page 71).

The quote states that he would like to thank the principal of the school for helping Suman to return to school. As for the quote, Mrs. Suman is grateful and religious for the blessings given to God through good people who have helped her. This can be seen in the following quote.

Alhamdulillah! cried Mrs. Suman, lifting her face and her palms up. His mouth was muttering to say a prayer and never stopped shouting gratitude to Allah SWT (Page 71).

It can be seen in the quote that Mrs. Suman is a religious person by giving thanks to Allah SWT and praying incessantly.

3) Plot

The plot is a sequence of events in the form of a series of events or a series of events in a story, these events are presented by the actors in the story and each event or event is connected by cause and effect. In the storybook *The Champion Who Has a Soft Heart* by Yusman Nasution. The author uses a forward plot, this can be seen in the stages of the story starting from the introduction of the characters and the events that occur in the story are told in sequence.

1. First stage

The initial stage in Yusman Nasution's story *The Champion Who Has a Soft Heart* starts with a teacher giving a math lesson in 5 grade. He gives a homework question given last week, to be discussed in front of the class and asks several students to do it. Pak Zaini asked Rahdeli to come forward, but couldn't do it because he didn't do his own homework. Rahdeli hoped that her friend Maimun and Zulfikar's homework would be done but the friend was not present that day.

"Why, Rachel? You haven't done it yet, have you?" Asked Mr. Zaini patiently.

"I forgot, sir!" the answer is a lie (Page 5).

Rahdeli is very upset and she has a grudge against Maimun and Zulfikar, because of them she cannot answer questions in front of the class. His annoyance was poured out as soon as he got home.

"Ah.... I hate you!" he shouted over and over again (Page 9).

The next day he took revenge with Maimun and Zulfikar after school.

"You've eaten my money, but you just carelessly forget the task that must be done," he said angrily.

"I'm not your messenger, Deli. I don't always have to do your homework, Deli!" Maimun argued fiercely, making Rahdeli even more angry (Page 17).

2. Middle Stage

Rahdeli asks her mother to give Mr. Zaini money to forget about the fight. Her mother always does whatever Rahdeli wants. they went to Mr. Zaini's house to give money.

"I know that Rahdeli is not smart, sir. That's why we came here. I beg you, you can forget the fight between my son and his friend, Maimun. Likewise with the money that Rahdeli gave to Maimun as wages for his homework," said her mother, smiling hopeful that Pak Zaini would accept it happily. However, Mr. Zaini frowned. His eyes narrowed slightly. He thought and digested Mrs. Rahdeli's intentions. Rahdeli herself was anxiously waiting for Pak Zaini's response. Likewise with his mother who wanted to rush to hear Mr. Zaini's remarks on his advice (Page 31).

Mrs. Rahdeli's intention was to give money but Mr. Zaini refused, he just wanted to be fair and treat all students the same.

"Yes, I can't accept this money, ma'am." Mr. Zaini continued as he took the envelope containing the money from the table and gave it back to Mrs. Rahdeli. Rahdeli's mother is getting sad. His face was grim and red (Page 34).

After the incident, the next day at school, Mr. Zaini wanted to get rid of Rahdeli's moodiness about her problems with Maimun and Zulfikar. Rahdeli, Maimun, and Zulfikar are dealing with Mr. Zaini. Pak Zaini called them to sit on the chair in front of him. Rahdeli is sure that Pak Zaini is holding him to finish last night's incident at Pak Zaini's house. Maimun only suspects that he will be punished by Pak Zaini for fighting with Rahdeli. Meanwhile, Zulfikar felt invisible in the fight (Page 40).

Mr. Zaini gave advice to the three of them, which was a disgraceful act.

"Besides, since childhood, you have started despicable deeds. You have learned to do corruption and harm other people. You, Zulfikar and Maimun accepting bribes from Rahdeli are the same as committing corruption. If you have been doing this since you were young, of course it will become a normal thing for you and later when you are an adult and work, corruption and collusion are not new things and you do not hesitate to do it. If it's only two thousand rupiah now, later you won't be afraid to do it two million rupiah, then two million hundred million rupiah, finally two billion rupiah. Corruption is the same as seeking, taking what is not their right," said Pak Zaini at length (Page 43).

They listened intently. They looked sorry and couldn't say anything other than feeling guilty. Arriving home, Rahdeli feels very relieved and she thinks she wants to get rid of her laziness, is determined to be a smart kid and hopes to improve her abilities.

"My friends and I will form a study group, ma'am, so that I can study with my friends and not be stupid anymore," he said excitedly (Page 44).

In the afternoon, Rahdeli sat in front of the house repeating the lesson, suddenly in front of her house Herawati, Nursiah, Ayub, Yakub and Suman came to visit her house.

"Good afternoon, Deli," said Herawati as she walked over to her, followed by her friends. Rahdeli stood up to welcome her friends (Page 45).

Rahdeli was confused by their arrival, because Rahdeli only promised Maimun and Zulfikar to form a study group.

"Yeah, I don't understand. Why did you suddenly come here?" he replied, looking at his friends alternately (Page 45).

It turned out that Herawati and her friends also intended to form a study group.

"Look, Dell. This afternoon when we came home from school, on the way we got the idea to form a study group. So, we want to teach you to participate in the study group," explained Herawati. Finally, Rahdeli's friends intend to form a study group together to encourage and make learning easier.

"Friends, it turns out that we have the same determination and intention. Now we agree, we join the study group. Starting tomorrow afternoon we can learn, we can study together," suggested Maimun (Page 47).

Rahdeli was very satisfied with their deal that afternoon. With that decision they agreed to meet again tomorrow afternoon at Rahdeli's house. His mother was very supportive of the decision. Rahdeli felt that the study group really helped her little by little in her knowledge.

3. Final Stage

Rahdeli can do math problems easily, due to the study groups that really help her, she becomes diligent and even corrects the mistakes of Zulfikar and Maimun as mathematicians.

"Well, that's right, Rahdeli. Your answer is correct!" said Mr. Zaini after Rahdeli sat back in

her chair. Mr. Zaini's words were greeted with surprise by his friends. Rahdeli, who used to be for them a child who could only copy answers from his friends, is now able to correct mistakes made by his friends. In fact, he was able to correct the mistakes made by Zulfikar and Maimun who are known as good mathematicians. But, Rahdeli wasn't arrogant. His success was also thanks to the encouragement and help of his friends in their study group (Page 55).

Rahdeli is always enthusiastic and more diligent, so that her success reaches first place. He is not even arrogant and is very grateful to Mr. Zaini who has guided him.

"Thank you sir. You have guided me with difficulty. I don't know how to repay you for your services and kindness," said Rahdeli full of emotion (Page 77).

Rahdeli is also a generous person helping her friend Suman to return to school again, because she has no money, Rahdeli asks her parents to make Suman her adopted son. In fact, he did not want to be arrogant and asked Mr. Zaini and the principal to keep it a secret.

"I want no one else to know, sir, other than the principal and the principal. I'm afraid Suman will feel ashamed of the other friends in this class, sir. Therefore, I ask for your help in conveying it to the father. To the school, Suman and his mother, sir," pleaded Rahdeli (Page 69).

Rahdeli's mother also agrees to Rahdeli's request. He even promised to pay for Suman's school fees until she finished elementary school.

"I have asked Mr. Principal and Mr. Zaini, but according to the message of my foster parents, he will continue to provide your school fees until you finish elementary school," his mother explained (Page 80).

Suman's mother is very grateful and grateful for Suman's foster parents who really help her even though she is not allowed to know about her foster parents.

4) Background

Setting is the place where events occur in a story which includes place, time, and atmosphere which can strengthen the reader's understanding of the course of the story.

1. Place

Yusman Nasution's story book *The Champion Who Has a Soft Heart* is set in a place. The setting of the place in the story is presented concretely by the author so that the reader can imagine the setting where the events in the story occur. The background of the place used are as follows.

a. Class

The quote that states the description of the place in the class is as follows:

"Kids, starting today we start the lesson, I will carry out refreshments to the lessons we have gone through," said Mr. Zaini. That explanation pissed Rahdeli off. He realized his incompetence when asked in front of the class (Page 1).

The description of the place in the class is very clear, namely Mr. Zaini, a teacher, makes refreshments before carrying out the lessons that have been passed.

b. House

The quote that states the description of the place in the house is as follows:

In the afternoon, when he was sitting on the front porch of his house repeating his lesson, suddenly from the street in front of the house his friends consisting of Herawati, Nursiah, Ayub, Jacob, and Suman entered the yard of his house. Rahdeli is shocked and surprised to see them visiting her house (Page 45).

Description of the place in the house or the front porch of the house, namely where Rahdeli is sitting while repeating her lesson.

2. Time

Yusman Nasution's story book *The Champion Who Has a Soft Heart* is set in time. The time setting in the story is presented concretely by the author so that the reader can imagine the time setting of the events in the story. The time frames used include the following.

a. Evening

The quote that states the time of night is as follows:

When he had dinner with his father and mother and his younger brothers Nonon and Yan, he also looked lustful. He hastily finished his meal. His mother deliberately did not tell his father the situation (Page 11).

Very clearly stated in the sentence at night, namely dinner with his father and mother and his younger brothers Nonon and Yan.

b. Morning

The quote that states the information in the morning is as follows.

At 06.00 Rahdeli was already neatly sitting at the dining table, sipping the sweet tea that had been served by Bik Milah and eating the strawberry sandwich that had been prepared by Bik Milah (Page 11).

The sentence states 06.00 o'clock indirectly that is the time in the morning.

c. Afternoon

The quote that states the time of the afternoon is as follows:

In the afternoon, Rahdeli and her mother, according to their agreement, went to Pak Zaini's house. Rahdeli never stops praising her mother and always laughs happily. He was so sure that his intention would be well received by Mr. Zaini. When he arrived at Mr. Zaini's house, Mr. Zaini happened to be reading a textbook that would be given to his students on the veranda of his house.

"Good evening, sir," Rahdeli greeted (Pages 27-28).

The explanation for the time of afternoon is clear in the sentence and can be seen in Rahdeli's conversation with Mr. Zaini, namely Afternoon

3. Atmosphere

Yusman Nasution's story book *The Champion Who Has a Soft Heart* is set in an atmosphere.

The background of the atmosphere used are as follows.

a. Flustered

The quote that states the description of the nervous atmosphere is as follows:

Pak Zaini's explanation made Rahdeli gasp and her stomach felt queasy for fear of not being able to answer Pak Zaini's questions (Page 2).

Rahdeli's mood was uncontrollably nervous, her stomach felt queasy for fear of not being able to answer the questions asked by Mr. Zaini. The other sentences that express a nervous atmosphere are as follows.

Rahdeli walked heavily with a slight quiver. In his hand he holds a book containing homework questions given by Mr. Zaini (Page 5).

Rahdeli slightly trembled with a heavy heart as she stepped to the front of the class.

b. Disappointed

The quote that states the description of the atmosphere of disappointment is as follows:

For a moment they both stared at Rahdeli who walked away from them. The two of them couldn't say anything other than letting go of their complaints seeing Rahdeli's behavior.

"I told you tomorrow, but you're impatient." Herawati said disappointed (Page 8).

The quote clearly states that Herawati was disappointed to see Rah Del walking away from them.

c. Annoyed

The quote that expresses the mood of anger is as follows:

Rahdeli's annoyance still hasn't gone away. Disappointment was spilled as soon as he got home. The shoes he had just taken off, he just threw them away. He ran into the room and slammed his bag against the study table with a bang. His clothes were thrown into the corner of the room. He screamed in annoyance, occasionally hitting his head with the palm of his hand (Page 9).

The quote makes it very clear that Rahdeli is feeling the resentment towards her friend. He even vented his frustration with screaming.

d. Feud

Sentences that express an atmosphere of revenge are as follows:

The last lesson of the day was Social Studies. Mr. Zaini explained the lessons he gave carefully and clearly, however, none of them remained in Rahdeli's memory. What was on his mind was to teach Maimun a lesson. which had disappointed him (Page 15).

Rahdeli's vengeance can't even focus on her studies, all she can think of is to teach Maimun a lesson who has disappointed her. As for other sentences which state that the atmosphere of

revenge is as follows:

"Watch out for you tomorrow! I will make the calculations with you guys!" he said in his heart (Page 10).

The grudge in Rahdeli's heart is very clear, she will make calculations to Maimun and Zulfikar.

e. Rowdy

Sentences that express a noisy atmosphere are as follows:

"Come on, Mun, just hit it! There was a sound that warmed the situation (Page 16).

The sentence indirectly expresses the noisy atmosphere of the word hit. That is, there is a fight. In addition, there are other sentences that express a rowdy state, namely as follows:

"Come on, Deli, just punch it!" A voice also nudged Rahdeli (Page 17).

This sentence also indirectly states that the noisy atmosphere of the word punch it.

f. Happy

The happy atmosphere is described in the sentence as follows:

"I agree," said Job.

"I agree too," said

Anita. "Me too," said

Jacob.

"Of course I agree with you," said Herawati.

They laughed happily. For a moment they formed a circle and then embraced each other and stretched their arms out in front of each other, then at the same time they lifted them up and lowered them down, shouting "Aoww...!" (Page 39).

5) Mandate

A mandate is a message or moral value contained in a literary work that is intentionally conveyed by the author to the reader, either directly or indirectly. The message contained in the story book that Yusman Nasution wants to convey through the story book *The Champion Who is Soft-Hearted* to his readers is to always do good to others, work hard and study hard so that he becomes a champion. This can be seen in the following quote.

"My mother and father are willing to be foster parents for Suman and her younger siblings"

so that they can continue to go to school, sir," explained Rahdeli.

"I want no one else to know, sir, apart from you and the principal. I am afraid that Suman will feel embarrassed for the other friends in this class, sir. Therefore, I ask for your help in conveying it to the principal. School, Suman and his mother, sir," said Rahdeli (Page 69).

"My friends and I will form a study group, ma'am, so that I can study with my friends and not be stupid anymore," he said excitedly (Page 44).

B. Educational Values of the book

1. Religious

Religion is defined as obedient attitudes and behavior in carrying out the teachings of the religion they adhere to, being tolerant of the implementation of worship of other religions, and living in harmony with followers of other religions. Some quotes contain religious attitudes as follows.

"There's nothing to apologize for, Deli. Your suggestion is quite good," said his father, smiling proudly seeing Rahdeli who cares so much about her friend's suffering. His mother smiled too. Rahdeli's heart was relieved again. In his heart he repeatedly thanked Allah SWT, who had appointed his parents to accept his proposal (Page 64).

Rahdeli's repeated attitude of always giving thanks for the presence of Allah SWT is a religious attitude. He has gratitude to his Lord. In addition to this sentence, there are other sentences that contain religious values, as follows.

He thought about it for a long time. Until he was tired and fell asleep. When the call to prayer at dawn from a distance, he hastily got up from his sleep. He immediately ran to the bathroom, cleaned his body, performed ablution, and prayed the dawn prayer. Then, he dressed quickly and wore a red and white uniform. While waiting for time, he went back to repeating the previous lesson and reading the lesson that Mr. Zaini would explain later in class (Page 65).

The sentence has a religious value which lies in Rahdeli being obedient in carrying out religion, namely performing the dawn prayer. The other sentences that contain religious values are as

follows:

Alhamdulillah ! cried Mrs. Suman, lifting her face and her palms up. His mouth was muttering to say a prayer and incessantly shouting gratitude to Allah SWT (Page 71).

Mrs. Suman's religious attitude is to pray to Allah SWT. He believes that he should thank God Almighty.

2. Honest

Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work. Some quotes contain honest attitude as follows:

"I didn't play football yesterday, sir". He said hesitatingly making his mother gasp in surprise (Page 29).

Rahdeli's honest attitude is that he doesn't play soccer, but it is made clear in the story in the sentence that Rahdeli actually got into a fight with Maimun. These sentences are below:

I thought with Maimun, sir. The answer is very weak (Page 29).

Rahdeli admits that he had a fight with Maimun, that is, Rahdeli has an honest attitude towards his actions. The sentences that contain honest values are as follows:

"Yes, Sir. I was wrong, sir," said Zulfikar.

Zulfikar is honest with Mr. Zaini about his wrong actions. He has done a disgraceful act.

The sentences that contain honest values are as follows:

"Excuse me sir. I lied when you asked about Suman," Rahdeli regretted what she had done earlier. Mr. Zaini noticed it (Page 67).

Rahdeli admits that he lied is an honest attitude contained in the sentence.

3. Discipline

Actions that show orderly behavior and comply with various rules and regulations. The values of discipline contained in the story are as follows:

At 06.00 Rahdeli was already neatly sitting at the dining table, sipping the sweet tea that had been served by Bik Milah and eating the strawberry sandwich that had been prepared by Bik Milah (Page 11).

Rahdeli's attitude, who is used to being disciplined with time with her habit of 06.00 is already tidy and sitting at the dining table preparing to go to school.

In addition to these sentences, there are sentences that have discipline values, namely as follows:

At six-fifteen he sat at the table and had breakfast in an orderly manner. Bik Milah has prepared fried rice for him. Her mother was not surprised to see Rahdeli ready so early. Indeed Rahdeli wakes up every morning and gets ready as early as possible. His mother is no longer difficult to manage (Page 65).

The sentence explicitly states that Rahdeli sits at the dining table and eats breakfast in an orderly manner at six fifteen, that is, she has a disciplined attitude towards her daily commute to school.

The sentences that contain the value of discipline are as follows:

After breakfast, Rahdeli prepared to go to school in an orderly manner and said goodbye to her mother and father. Calm down the two walked towards his school. He was determined today to convey his mother and father's plan to become Suman's foster parents to Mr. Zaini. Arriving at school, he found his friends' parents had arrived. Some of them were playing in the yard, sitting on the veranda and some of them had taken their seats. Rahdeli went over to hers and put her bag in her desk drawer. He came back out of the classroom. He found Herawati and Yakub with Nursiah and Ayub sitting on the school veranda. He approached those who were busy conversing (Page 66).

The sentence stated clearly that Rahdeli was getting ready to go to school in an orderly manner she said goodbye to her mother and father. Every day that he does in an orderly manner after every breakfast, is a discipline for his actions regarding time.

4. Hard Work

An effort that is carried out diligently or hard will be maximized if it is accompanied by perseverance, tenacity and thoroughness. Some sentences that contain the value of hard work are as follows:

For his study group friends, the results of Rahdei's work also made them happy. They are also proud of Rahdeli, who has been ridiculed by his classmates for his inability to answer Pak Zaini's questions, today quickly finished the math problem. His answer was also correct.

Their efforts to carry out learning together in the group resulted in the progress achieved by Rahdeli (Page 72).

The hard work of Rahdeli and her teammates paid off. They are able to solve math problems easily and correctly too. The other sentences that contain the value of hard work are as follows:

Yes Deli, I promise I will mean it. I will please my foster parents." Suman said earnestly (Page 72).

Suman promises to work hard and study hard to please his foster parents, that is, he will prove that he will. The sentences that contain the value of hard work are as follows:

Rahdeli's enthusiasm for learning has never decreased. His success in getting first place in the distribution of his first quarterly report cards in fifth grade encouraged him to study harder. The birth of a study group that arises from the togetherness of his mind with his friends also makes him more happy to learn. It is with this sincerity that the fifth grade students of SDN 09 are members of the top ten out of 48 fifth graders. Rahdeli always topped the rankings (Page 72).

The sentence above means that Rahdeli is passionate about her studies which makes her always at the top of the rankings.

5. Curiosity

Attitudes and actions that are always trying to find out more deeply and widely from something they have learned, seen, and heard. Some sentences that contain the value of curiosity are as follows:

"What's wrong Deli? Sit down here! Take his mother (Page 63).

It was Mrs. Rahdeli's curiosity that invited Rahdeli to sit down. He wanted to know more about the will of Rahdeli's request.

6. Respect of Achievements

Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others. The sentences containing the value of appreciating achievement are as follows:

"Congratulations to you, Deli," said Mr. Zaini (Page 75).

Pak Zaini appreciates Rahdeli's achievements after distributing report cards, which always get the top ranking. Thanks to his hard work, he was able to always be in the top position. The sentences that have the value of appreciating achievement are as follows:

"Good, Rachel. Turns out you can be a smart kid. Keep the results you have achieved, "said Mr. Zaini (Page 55).

7. Friendly/Communicative

Attitudes and actions that show a sense of pleasure in talking, socializing, and cooperating with others. The sentences that contain a friendly attitude are as follows:

His humble and simple attitude is what makes Mr. Zaini happy with him. His friends also like him because he is not arrogant even though he always provides his house as a place to study for his group. He remains unpretentious and likes to help his friends (Page 59).

The sentence explicitly states that Rahdeli is a friendly person and likes to help her friends. Because of Rahdeli's humility, Mr. Zaini is always proud. The other sentences that contain friendly/communicative values are as follows:

"As a group mate, we miss you, Man. You haven't been to school for two days. Yesterday afternoon you did not come to study together. Why, man? Asked Rahdeli (Page 59).

Rahdeli cares for Suman. He feels lost because Suman is not present at school.

The other sentences that contain friendly/communicative values are as follows:

"Suman, we are your friends. We need you in a study group. Your suffering is the suffering of all of us," Herawati's soft voice melted Suman's hard heart (Page 60).

Herawati's friendly attitude to help Suman in her troubles.

8. Likes to Read

Habits of taking time to read various readings that give virtue to him. Sentences that contain a love of reading are as follows:

After dinner, Rahdeli took her book and learned to repeat the lessons she received from Mr. Zaini. When he saw his father and mother sitting relaxed in the living room, they both approached (Page 63).

Rahdeli, who studies hard, always repeats the lessons given by her teacher, namely having a love of reading to get smarter and always getting the top ranking position.

9. Social Care

Attitudes and actions that always want to help others and communities in need. The sentences containing the values of social care are as follows:

"No, Cub. Separate them!" replied Herawati while pointing to Maimun and Rahdeli who were still struggling and hitting each other (Page 18).

Herawati's concern for separating Rahdeli's fight with Maimun. He doesn't want to see his friends struggle with each other continuously. As for other sentences that contain the value of social care, namely as follows:

We have to try to help Suman! he said. In her heart she hopes that her parents are willing to be foster parents for Suman and her two younger siblings. If her mother agrees, Rahdeli will also discuss it with Pak Zaini. He was satisfied with the plan. But he didn't want to rush to reveal it to his friends. He was afraid of being accused of being arrogant and pretentious (Page 62).

Rahdeli has a high social care value to help Suman in order to go back to school. He has a plan for the two people. His parents became the foster parents of Suman and his younger siblings.

C. Relevance to literature Learning in Elementary School

Literature learning is very important in shaping the character of students, because through literary learning, one of which is fiction, children can get various information that is treated in life. Life that describes and explains the relationship with parents, friends, relatives, or the community with its functions. It is expected that students have sensitivity and concern for the surrounding environment.

The formation of character at the time of learning is the full responsibility of the teacher. Teachers can insert character education through learning that will be delivered to students. Learning the content of Indonesian is one of the suitable subjects in providing character education to students. The children's stories from the book is suitable to be used as literature learning materials in elementary school. This is evidenced by the existence of KD 3.9 Observing the characters 4.9 Delivering the results of identifying characters, especially in IV grade of elementary school.

Yusman Nasution's Storybook The Champion Who Has a Soft Heart is a children's fiction story with the theme of the hard work of the kind-hearted Rahdeli. The stories in this book have many good values that can be used as examples. The author, Yusman Nasution, describes through a character who is also an elementary school student to work hard to change for the better, study diligently to be smart and kind to help friends. The conflict that occurs makes Rahdeli's character change for the better and is active in learning. Many other figures gave positive support to Rahdeli. Even though he is a spoiled child, he is also humble and kind to help friends who are in trouble. In an effort to find out the relevance of Yusman Nasution's The Champion Who Has a Soft Heart with literature learning, interviews with teachers in elementary schools were held.

The nature of children's literature must be in accordance with the world and nature of children's lives. Children's literature is based on the presentation of certain values and appeals that are considered as guidelines Act in demand in life. Like on type creation literature In general, children's literature also functions as a educational and entertainment media which could shape personality child as well as guide intelligence emotional child. Education in literature child load mandate, formation personality child, develop imagination child and creativity as well as give knowledge practical skills for children, while the entertainment function in children's literature can make child feel happy read as well as get inner satisfaction. Children's fiction is a story that tells about children, in the form of fantasy or lifted from a true story that has language that is easy for children to understand. Thing this disclosed by Mr. S. S. Pd, a fourth grade teacher at Sungai Pandan Tengah State Elementary School, as follows.

As far as I know, children's fiction stories are stories that tell about children. It can be a fantasy or based on a true story that has language that is easy for children to understand (CLHW No. III).

Children's stories have values education character which is best taught as early as possible,

because character education is an act that educates other people or students towards a better life. Through the cultivation of character education from an early age, it is hoped that at the age of mature, child will capable adapt herself with norms which there is in Public. Thing this disclosed by mother M N, S. Pd which is teacher class IV in SD Negeri Sungai Kuini 2, as follows.

Character education is an action that educates other people or students towards a better life (CLHW No. IV).

Unfortunately, many of the current character issues, such as at SD Negeri Sungai Kuini 2, are a little difficult to observe, but I still see some students making fun of their friends. For example, bullying still exists in some students in class, sometimes it is punished, but it is still done. Through children's stories, it can be used as an example of planting character education. Thing this disclosed by mother M N, S. Pd which is teacher class IV in SD Negeri Sungai Kuini 2, as follows.

Nowadays the problem of student character is a little difficult to observe, but there are still some students that I see making fun of their friends. For example, bullying still exists in some students in class, sometimes it is punished, but it is still done. Books can be used as examples of character education planting (CLHW No. IV).

Not only that, as for SD Negeri Sungai Pandan In the middle, the students complain a lot because of their homework, their social sense is decreasing due to being online, even lying to their parents to buy internet quota for the purpose of learning, it turns out that they are playing online games. Thing this disclosed by Mr. S, S. Pd, a fourth grade teacher at Sungai Pandan Tengah State Elementary School, as follows.

Today's characters are a bit difficult to observe because they are still online here. The problem is that students complain a lot because of homework, social sense is certainly decreasing, even some parents complained to me that their children bought internet quotas with the aim of learning to play online games (CLHW No. III).

There is various method for embed values character on child, wrong One is through literature. Literature is an important part that cannot be separated from the children. Children's literature is one of the literary works that can especially be understood by children and contains about world which familiar with children and its entertaining nature. Thing this disclosed by Ms. MN, S. Pd which is teacher class IV in SD Negeri Sungai Kuini 2, as follows.

Stories containing children's characters are entertaining and easy to understand (CLHW No. IV).

Teaching with teaching materials in the form of fictional children's stories, The Champion Who Has a Soft Heart by Yusman Nasution is very useful because it is relevant to the existence of literary learning in class IV which is contained in the basic competence of observing and identifying the intrinsic elements contained in the text. Thing this disclosed by Ms. MN, S. Pd which is teacher class IV in SD Negeri Sungai Kuini 2, as follows.

We in grade IV learn about related literature on basic competencies. Observing and identifying intrinsic elements. Of course this is relevant to learning literature in grade IV SD and the values contained in the story book The Champion Who Has a Soft Heart by Yusman Nasution can be instilled in students and can be used as a good example for students (CLHW No. IV).

children's story The Champion Who Has a Soft Heart is one of the most popular children's stories can be used as an example to instill character education in students, there are many things that should be followed by the characters in the story, the characters are also children, and the language is easy to understand. This was expressed by Mr. S, S. Pd, a fourth grade teacher at Sungai Pandan Tengah State Elementary School, as follows.

After reading the synopsis, there are many things that should be imitated from some of the characters in the story, the characters are also children and the language is easy to understand. Therefore, the story book The Champion Who Has a Soft Heart by Yusman Nasution, can certainly be used as one of the teaching materials to instill character education (CLHW No. III).

story of the Champion's Children Who Has a Soft Heart, which has an easy-to-understand language, is one of the teacher's hopes in making teaching materials that are not only thematic books used in class. Teachers do not find it difficult to obtain learning resources, so that learning

literature in class will be more fun. Thing this disclosed by Ms. MN, S. Pd which is teacher class IV in SD Negeri Sungai Kuini 2, as follows.

This book, The Champion Who Has a Soft Heart, by Yusman Nasution is one of the teaching materials whose language is easy to understand. I hope that more stories of children like The Champion Who Has a Soft Heart by Yusman Nasution are produced and distributed, so that teachers will not find it difficult to find learning resources. Because we usually only use the stories in the thematic books (CLHW No. IV).

Based on results the interview can then be taken conclusion that the book story The Champion with a Soft Heart by Yusman Nasution this relevant with learning literature in elementary school and the values contained in the story book The Champion with a Soft Heart Yusman Nasution's work can be instilled in students and can made as an example which good for participant educate.

The results of the interviews, gave a response that the children's fiction stories that I know are stories that contain children's characters, are entertaining and easy to understand. Nowadays, I think it's a little difficult to observe, but I still see some students making fun of their friends. For example, bullying still exists in some students in class, sometimes it is punished, but it is still done. Books can be used as examples of character education planting. At a glance, what has been read in the book The Champion with a Soft Heart has character education values that can be instilled in students, which include religious values, honesty, discipline, hard work, curiosity, respect for achievement, friendly/communicative, fond of reading,

The story book The Champion Who Has a Soft Heart by Yusman Nasution, can be used as an example to instill character education in students because the story is with children's characters. . Based on the results of these interviews, it can be concluded that the story book The Champion Who Has a Soft Heart by Yusman Nasution is relevant to learning literature in elementary school and the values contained in the story book The Champion Who Has a Soft Heart by Yusman Nasution can be instilled in students and can be used as a good example for students.

CONCLUSION

The character education values contained in the children's story book of The Champion Who Has a Soft Heart by Yusman Nasution can contribute to today's world because the character education values contained in the storybook are: religious, honest, disciplined, hard work, sense of belonging, curious, appreciate achievement, friendly, likes to read, social care. As well as showing that relevance is located in the 2013 curriculum thematic books are in Class IV semester 2 on Theme 8 Sub-theme 1 with basic competencies, namely 3.9 looking at the characters found in fictional texts, and 4.9 conveying the results of identifying the characters found in fictional texts in detail. oral, written, and visual. Therefore, children's stories are included in fiction stories that can be applied to learning literature in grade IV.

LIMITATION & FURTHER RESEARCH

The limitations of the research is would be better off if more data sources were added, and the content of the story is unique, easy to understand, it can be used in the use of teaching materials, especially in elementary school.

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