The Learning Development Model for Writing Indonesian Child Stories Based on The Character Education to Support The Creative Industry With the Lesson Study

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A R T I C L E I N F O

A B S T R A C T

The purpose of this study was to (1) obtain learning data for writing Indonesian child stories based on character education, (2) develop a learning model for writing child stories based on character education, and (3) disseminate learning models for writing Indonesian child stories based on character education to support the creative industries in grade 5 of Elementary School with lesson study. These goals are achieved through the development of research methods (Borg & Gall) lesson study. To achieve these objectives, the first phase or the first year I will do theoretical studies and surveys about the learning data writing children's stories Indonesia-based character education. Stage III or the third year will be conducted in the form of dissemination of learning model writing children's stories Indonesia-based character education to support the creative industries in grade 5 of Elementary School with lesson study.

INTRODUCTION

In the past, Indonesia is known as a friendly nation, in harmony, and love the mutual cooperation. From the research Soedjijono (2007), it was found that the Indonesian people's values are harmony. That is, the inclusion of culture and religion from the outside can be accepted without conflict and without bloodshed. Suddenly, President Susilo Bambang Yudhoyono called for the development of national character. Why is this necessary?

The character of the nation is an important aspect of the quality of human resources because of the quality of the nation's character determines the advance of a nation. The character is a special identification mark that belongs to an object or individual. This special identification mark is original and rooting to the personality of the object or individual, as well as an "engine" to move someone how to act, attitude, speak and response for something (Kertajaya, 2010). A good quality character needs to be formed and nurtured from an early age. Early childhood is a critical period for the establishment of one's character. Failure forming good personality at an early age will form the personal problems in his adult life.

Character education should receive serious attention. This character education should be integrated into the family, society, and formal education. Character education should be implemented systemically and systematically, especially in formal education.

Education in Indonesia not only serves as a means of transfer of knowledge but more broadly, namely as a civilizing (enculturazation), which is one of the fields is the formation of character and disposition. UNESCO said that "nowadays education is preparing a human for a type of society which does not exist yet". The education system concept could change as the humanity progress and the concept of an educational system may change according to the development of society and the transfer of cultural values. Unfortunately, according to many national education circles not succeeded in improving the intelligence and skills of the students. National education failed in the formation of character and disposition (Azra, 2002: xiii–xiv).

Given the above, the need for efforts to improve the education that has been done, including character education. One of the efforts is to improve the quality of learning materials.

Why does this to support the creative industries? The creative industry is an industry that is the main element is the creativity, expertise, and talent that has the potential to improve the well-being through offering intellectual creations. The creative industry consists of providing creative products directly to customers and supporting the creative value creation in other sectors that are not directly related to customer (Simatupang, 2007). This industry includes fields (1) advertising, (2) the arts and antiques, (3) handicrafts, (4) design, (5) fashion, (6) film and video, (7) interactive entertainment software, (8) music, (9) the performing arts, (10) the publication, (11) computer services, (12) television, and (13) radio. Children's story will be developed intended for Grade 4 to 6 elementary schools, or about 10-12 years. At this age, students are able to read so that they not only receive the value of the character but could find your own books with the guidance of teachers. They could be invited to discuss the value of the characters in the storybooks. In this age, students can receive a story with a plot and story elements are quite complex. Students were asked to develop is the 5th grade with their judgment is sufficient to have the ability to write. Deliberately did not do in the 6th grade because of this class teaching and learning activities are often oriented to face national exam

Education and Character

The character of the nation is an important aspect of the quality of human resources because of the quality of the nation's character determines the progress of a nation. Characters that quality needs to be formed and nurtured from an early age. Early childhood is a critical period for the establishment of a person's character. Failure forming good personality at an early age will form the personal problems in his adult life. Parents guide their children's success in dealing with personality conflicts at an early age is very critical to the success of children in the social life of their adult life.

According to Raka (2007), the character of our nation crisis caused by four things. Fourth it is too lulled by abundant natural resources; economic development that is based on the physical capital; Reflux idealism, pragmatism development 'overdoses'; as well as less successful learning from the experience of the nation itself.

In the world of education, students will be delighted when they hear the schools were closed. Why? Because the school is a prison for them. Moreover, school students were educated in psychological, physical, and economical. Psychologically, students are often forced to accept and do the work by teachers and parents, for the sake of a competition that could be undesirable students. Physically, we often hear a student is injured, sick, or died due to corporal punishment. Economically, the students are required to pay for the cost of education that is expensive. Education has become a new industry.

Why the forms of violence happened? One answer is the absence of national character education that is carried out systematically and being programmed. Based on preliminary observations were made, there has been no study that tries to teach the character education to students, both at the elementary, junior high, high school, and higher education in a systematic and being programmed. What is a character? In KBBI (Indonesian Dictionary), the character is defined as a character; psychological traits, morals or manners that distinguish one person to another. Characters also equated with nature

Education in Indonesia not only serves as a means of transfer of knowledge but more broadly, namely as a civilizing (enculturization), which is one of the fields is the formation of character and disposition. The education process still emphasizes and focuses its outcomes on the cognitive aspects (Suyitno, 2012:1). Unfortunately, according to many national education circles not succeeded in improving the intelligence and skills of the students. National education failed in the formation of character and disposition (Azra, 2002: xiii–xiv).

Character education should be planned, implemented and evaluated. According to Mulyasa (2011), character education is the process of cultivating the values of character, such as conscious, honest, sincere, simple, independent, caring, free in acting but responsible for his actions, meticulous or meticulous, and have a commitment in doing good. All parties involved in education must take seriously the education of character. At the level of planning, character education should be planned from the level of curriculum, syllabus, lesson planning to plan. This material can stand alone as a subject, can also animate all the lessons.

At the level of implementation, should be provided materials, media, and learning methods that enable learning implemented character. Evaluation should be implemented properly. The aspects that should not fall on the assessment of cognitive aspects alone, but more on the aspects of attitudes and skills

How does the character want? Agustian ESQ Power outlines in his book that on 11 April-12 April 2002 of the top international executives from various types of companies flocked to attend a leadership discussion forum hosted by the Harvard Business School. Summary results of these discussions entitled, "Does Spirituality Drive Success?" Which means whether spirituality could lead one to success?

They discuss how the spiritual values that can help them become "powerful leaders". They had great discussions for two days, at the most prestigious place for intellectuals businesses. They agreed to declare that the notion of spiritualism is capable of producing five things:
 (1) Integrity or honesty.
 (2) Energy or excitement.
 (3) Inspiration or idea and initiative.
 (4) Wisdom and also,
 (5) Courage in taking decisions.

All agree and agree that spiritualism proved capable of carrying them towards the ladder of success and played a major role in creating them become a powerful leader. The next question we have to answer is whether the character that brought them to the ladder of success?

In 1987, 1995 and 2002 an institute leadership internationally called "The Leadership Challenge" has conducted a survey of the characteristics of the CEO (Chief Executive Officer) in six (6) continents, namely Africa, North America, South America, Asia, Europe and Australia, Each respondent was asked to assess and select their ideal 7 CEO characteristics. Here are the results of the survey.

Table 1. The Rating CEO of the Ideal Character (*International Survey*)

Rating	Characteristic	Respondent Edition		
		2002	1995	1987
1	Honest	88	88	83
2	Forward Looking	71	75	62
3	Competent	66	63	67
4	Inspiring	65	68	58
5	Intelligent	47	40	43
6	Fair-minded	42	49	40
7	Broad-minded	40	40	37
8	Supportive	35	41	32
9	Straight forward	34	33	34
10	Dependable	33	32	33
11	Cooperative	28	28	25
12	Determined	24	17	17
13	Imaginative	23	28	34
14	Ambitious	21	13	21
15	Courageous	20	29	27
16	Caring	20	23	26
17	Mature	17	13	23
18	Loyal	14	11	11
19	Self-Controlled	8	5	13
20	Independent	6	5	10

People who have an intelligent spiritual character will strive to have a noble character. Such morality of the Prophet Muhammad. The nature of it is honest, intelligent, deliver, and trustworthy. They imitate the noble character as exemplified by the Prophet Muhammad as the firm establishment, likes to settle a dispute between people, generous, altruistic, humble, helpful, surrender, love for God, secrecy, patient, gentle, forgiving, obedient, guard her honor, forgiveness, and praise others.

Character in Children Stories

McClelland is a social psychologist with an interest in estab-building issues. Through research and real evidence, he came to another conclusion about the usefulness of a children's story, besides only to consign moral message (Marahimin, 2003). It is same with Zubaidah's opinion (2013:306) that the child's story is something that has to mean for the child. The story will give meaning to the child, it can provide usefulness. Children's stories have themes and mandates that contain moral values).

McClelland questioned why no nation particular nation whose people work hard to get ahead, and some are not. He compared the nation the UK and Spain, which in the 16th century were the two giant nations wealthy, but has since developed into the UK continues to increase, while Spain dropped to weak state (Marahimin, 2003).

After all checked, and he also did not find the cause, he began to notice something else: stories and tales of children where are in the two countries. Here he found the answers he was looking (Marahimin, 2003).

Apparently, fairy tales and children's stories in English in the early 16th century, it contains a kind of 'virus' which causes the listener or the reader in disease need achievers', the need for achievement, which then symbolized by' n-Ach', which became very famous, Children's stories and fairy tales in Spain precisely lullabies, does not contain the'virus'.

Still feel less confident with the present invention, McClelland then did a history research. Documents from Ancient Greece literature such as poetry, drama, speeches burial, a letter written by the ship captain, epic story, and so learned. The works are appraised by experts neutral, whether there is a spirit in which n-Ach. If the works are showing optimism, courage to change the fate, not quick to give up. That means its value n-Ach considered high. Otherwise, its value is considered less.

From the data and the results of this assessment found that very high economic growth is always preceded by a high value of n-Ach in literary works that exist at that time. McClelland also collect 1300 stories of children from

many countries of the era of 1925 and 1950. The assessment results show that children stories containing high values of n-Ach in a country, is always followed by the growth of the country is also high in a period of 25 years then (Marahimin, 2003).

We can easily use this McClelland glasses to just look around on our own. Why, for instance, many Minang people migrate? Why do people Batak many erect a statue at the grave of their parents? Why is there a group of tribal groups in Indonesia is as if to miss their development? With glasses McClelland, the answers to these questions can we find the stories circulating in the tribal society.

There are some attitudes and behaviors associated with motivation for achievement generated by personality syndrome. Here, behavioral motivation to excel was associated with upward mobility, the frequency of travel, the number of hours of work, the desire to accumulate capital, the aspiration to educate children, and activities to try. On the visible side a boost innovative attitude, altitude sense of responsibility, an action plan, the choice of rational calculation, and the willingness to assume the risk in intermediate level (Sztompka, 2004).

How does birth and development of the personality syndrome that is very important? The key is in the process of proper socialization, adequate child care and training that focuses on self-confidence, persistence in achieving goals, drive to excellence, and respect for the hard work. McClelland suggested in order to spread the motivation to excel in order to harvest the economic growth (Sztompka, 2004).

Why is this children's story could be investigated? This is in accordance with the opinion of Danandjaja (1988) which states that to know the culture of a nation, we can find out through the folklore. This is because the folklore revealed to us in disguise (as in fairy tales) or explicitly (as in the proverb), how folk thinks. In addition, through a collective folklore that perpetuates or express what he felt was important to him at one time. The research approach of this kind in the literature approach called arkitipal (Darma, 2004).

Children′s Literature

Hunt (in Nurgiyantoro 2005) defines a child as *a literature textbook read by, which is especially suited to, and specifically also satisfy a group of members who are now referred to as children.* From this sense, we can know that children's literature is deliberately written books for children to read. The books of the contents must be in accordance with the interests and the world's children, according to the degree of emotional and intellectual development of children, and those books can satisfy the children.

The children literature do not have the story of a child, about the world of children, of the events that always involve children. Children's literature can tell about anything that concerns the life, good life of humans, animals, plants, as well as the lives of others, including creatures from another world. However, whatever the content of the story told must depart from a child's perspective, from the point of view and treat children in something, and that something must be within the range of emotional understanding and the child's mind (Nurgiyantoro, 2005).

In terms of content and form, children's literature has a number of limitations both involving narrated life experiences, tells how, as well as the language used to express. The experience is still a limited child, then the child can not understand the story that involves complex life experiences. Various experiences and nonverbal abstract as is usually experienced by adults, for example, religious experience profound, complex causal events such as a love triangle, a betrayal, and others have not been able to reach and be understood by children. However, on the other hand, children can more readily accept fantasy than adults. Children fantasy will easily and simply accept the story of animals who talk and behave like a human, the story of God or a superman, or stories, including the category of legends and the like. Something for adults does not make sense, but for children is a natural thing (Nurgiyantoro, 2005).

In addition to in terms of experience, there is also a limitation of child language and way of storytelling. The children cannot reach out and understand the vocabulary and complex sentence. Therefore, in general, it can be said that the language of children's literature is having simple character, simple vocabulary, structure, and expression. The children can not understand the expression of complex expressions, let alone a new expression, original and unusual as in adult literature. Language children's literature is more straightforward, just the way it is, and not complicated. Similarly, in the storytelling techniques. The storyline also is simple, easily understood and imagined, not complicated and complex. The character would have been more pointed in simple and familiar characters that children also feel close and already recognize. The relationship between plot and characters, characters with various actions and events, direct and clearly visible and easily recognizable causal relationship. However, of course, there are gradations of the simplicity and or complexity of children's literature that are based on age and level of mental development.

Huck et al. (In Nurgiyantoro, 2005) divides the books that suitable for children reading corresponding to each stage of the child's age and stage of the age of the child itself is divided into stages: (1) before school infancy, age 1-2 years, (2) preschool and kindergarten, age 3, 4, and 5 years, (3) the early days of school, aged 6 and 7 years old, (4) elementary middle, ages 8 and 9 years old, and (5) elementary end, age 10, 11 and 12 years old. So, based on the division Huck et al. above, which can be categorized as a child were children ages 1 to approximately 12 years.

Piaget (in Nurgiyantoro, 2005) divides the child's intellectual development into four phases, and each phase has different characteristics that have consequences on the child's response to the reading. Fourth intellectual development are: (1) sensory phase motors (the sensory motors period, 0-2 years old), (2) pre-operational stage (the preoperational period, 2-7 years), (3) the concrete operational stage (the concrete operational , 7-11 years), and (4) the stage of formal operations (the formal operational, 11 or 12 years and over). Thus, people who are categorized as it is people aged 0 years up to around 12 years. Thus, children who are meant in children's literature that is people aged 0 years to about 12 or 13 years, or a child who has entered in early adolescence.

Creative Process

Literary works composed by writers. Of course, this by permission and grace God has given to the creative power of letters. Therefore, if we want to understand literature, our understanding gets better when accompanied by an understanding of the poet himself. If we had known writers, we can also better understand the literary work. For Coleridge (in Aminuddin, 2001: 5), the quality of literary works is determined by a number of aspects that ultimately also towards the ability of artists, namely (1) the power of spontaneity, (2) the power of emotions, (3) originality, (4) the power of contemplation, (5) the depth of the value of life, and (6) harmony. Longinus emphasize quality that gives nobility to the artist, including (1) a creative genius: the great power and emotional insight, and (2) rhetorical: a figure of speech and grandeur of diction (Teeuw, 1984: 155-156).

In the 18th century, during the Romantic, attention to writers as creators of literary works become dominant. The literary work is child's creative life of a writer and discloses personal author (Selden, 1985: 52). Listening to the things of this sort led to the important role of writers in literary studies (Jonah, 1985; Eneste, 1984).

What can be observed from the writers themselves? It can be observed in the writer himself, that may include literary of life, moral development, mental, and intellectual, in addition to psychology writers and the creative process (Wellek and Warren, 1976).

What is it the creative process? The creative process covers all stages, from the unconscious impulse that gave birth to literary works until the last revision performed author (Wellek and Warren, 1988).

In general, the process which the author (writer) must through, can be grouped into (1) pre-writing (2) writing, (3) the rewriting and (4) publication (Farris, 1993: 182). Stages of writing were more detailed proposed by Tompkins (1994: 182) or Donald Graves (in Cox, 1999: 307) that is pre-writing, writing drafts, revisions, enhancements, and publications. In the simplest form, the creative process can be grouped into three activities: (1) activity prior to writing, (2) activity at the time of writing, and (3) activities after writing.

Lesson Study

An assessment of collaborative learning activities by teachers at a school on a regular basis, continuous and sustainable to improve the pedagogical competence of teachers and the quality of learning. The principle is that every teacher is given the opportunity to open a class (open class), which will be observed and reflected together. There are three stages of LF: (1) planning (plan), (2) implementation (do), and (3) the reflection (see).

In the planning phase, the teachers who are members of the Lesson Study (LS) collaborated to develop a lesson plan that reflects the student-centered learning. Usually one of the teachers appointed as moderator leading the discussion. Each member of the LS teacher devotes his thoughts and experiences to produce good learning scenarios and operational.

The planning stage in the LS is as follows. First, the planning begins with analyzing activities (examine) Content Competent (CC) and Basic Competence (BC). Second, choose the material according to the schedule of the Open Class. Selected materials that elusive students and difficult for teachers to teach students. With the hope for joint discussion, teacher experience combined with one another in order to obtain an accurate way of learning. Third, to develop indicators and learning objectives. What activities can be designed to give the student learning experience physically and mentally active? Do all students have a uniform activity or each group can be different ideas? Fourth, determine the model and teaching methods accordingly. Fifth, organize learning scenarios. Sixth, prepare and try experimental device (if necessary), compile the student sheets (if necessary), and arrange an assessment rubric and observation sheets.

The results of activity expected at the planning stage are as follows. First, lesson planning (RPP) in which contained the steps of learning or learning steps in detail and operational. Second, learning tools such as worksheets, formatting assessment, and observation sheet. Third, prepare and try learning media will be used. Fourth, the model teacher, grade, and school, the date of execution.

Learning implementation activities undertaken by one of the teachers agreed upon by others or at the request of his own to practice the lesson plan (RPP) which has already been agreed. During the implementation, there are existing observation activities. Observation or observation activities conducted by community members or others Lesson study as a teacher, principal, or superintendent of schools, or other invitations that acts as an observer/observer.

With this activity, the observer learns how is the classroom management. The observer is practicing how to be sensitive to students' learning process. This experience can be brought into a real class that teachers do.

The reflection is done by providing input to the learning that has been done and discusses how best is a good learning. Inputs are addressed to teachers so that no reluctance and refusal of the model teacher, but more on students and the learning process. With this kind of activity model teacher and observer gain valuable input for the next learning improvement. The emergence of openness on constructive criticism for improvement of learning.

CONCLUSION

From preliminary observation is done by looking at textbooks, as long as the researcher becomes evaluator textbook, it is very minimal charge character education. Similarly, when a researcher for three years as a validator national exam questions, it does not matter because it contains a lot of character education. It turned out to be rooted in the lack of character material held by teachers. More importantly, the absence of a systematic effort by teachers to teach how to write a children's story character.

For this reason, there needs to research that seeks to develop a model of learning to write children's stories Indonesia-based character education to support the creative industries. This development was done with lesson study that has proven successful in Japan and some other countries, including Indonesia.

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