

## Fairy 'Mouse Deer And Snail' In Developing Value Education Character In Learning Mathematics

Nur Indah Sari<sup>1</sup>, Eka Septiani<sup>2</sup>, Arif Rahman Hakim<sup>3</sup>

<sup>1,2,3</sup>, *Program Studi Pendidikan Matematika, FMIPA, Universitas Indraprasta PGRI*

Correspondent e-mail:

<sup>1</sup> [leycheeindah@gmail.com](mailto:leycheeindah@gmail.com)

<sup>2</sup> [ekaseptiani87@yahoo.co.id](mailto:ekaseptiani87@yahoo.co.id)

<sup>3</sup> [arsyahrifturrahman@gmail.com](mailto:arsyahrifturrahman@gmail.com)

### Abstract

Folklore can be used as one tool to deliver a range of values of character education, as well as to Strengthen the development of national identity in the younger generation of Indonesia. Value of character education can be built up through folklore in each subject in formal education, Including the teaching of mathematics. Implemented a learning Mathematics always aim to build a variety of capabilities, both in the form of hard skills and soft skills mathematic mathematic. Folklore that are Discussed in this article is the Fabled 'hare and Snail'. Use of the Fabled 'hare and Snail' conceptually in this article is Aimed at transforming diverse moral message that characterizes the value of character education, roomates would Become an important part regarding the goals of learning activities in the form of mathematicsmathematical power, Such as problem-solving ability and a positive attitude towards math, Articles are arranged in this qualitative descriptive intended to Convey a moral message contained in the fable 'hare and Snail'. Results can be Achieved on this article items, namely through the Fabled 'hare and Snail' is sung in the learning of mathematics, is expected to instill a maximum of mathematical problem solving ability, capable of up to foster a positive attitude towards math, and so forth. Overall, it can be concluded that the folklore must continue to be preserved, and can be formally brought in all the learning activities in the classroom, in order to foster the educational value of the character of the Indonesian nation.

**Keywords:** Folklore, Character Values Education, Mathematics Education.

## INTRODUCTION

The learning Entering the era of 'Industry 4.0' as it is today, local culture that is the hallmark and character of the Indonesian nation is slowly being eroded by the intervention of diverse foreign cultures. Folklore or fairy tales or commonly known as folklore has norms that can be a filter on negative influence due to the advancement of science, technology and art in the era of globalization. Literally, folklore comes from the words folk and lore. Folk interpreted as a people, a nation, or a group of people who have identifiable characteristic physical, social and cultural, while customs and lore is a repertoire of knowledge that is inherited through speech, gesture, for example, or deed. Folklore is part of the culture spread and diadatkan hereditary by way of verbal or in the form of deeds (Sugono, 2003: 169). Folklore or folk tales or fairy tales are very closely related to student life, folklore can be one of the favorite reading material of students

in the school, because it contains a variety of character education values conveyed through characters or storyline positive. Schools can develop the values of character education through various means,

Folklore (Danadjaja, 2002: 4) is a culture of oral traditional society which is dispersed in the form of relatively fixed, distributed amongst certain collective in quite a long time to use cliches, and have utility as an educator, solace, protest social and desires pent projection. Definition of character education (Narwanti, 2011: 14) is a system of cultivation of character values to the school community, which includes knowledge, awareness, or the will and actions to implement these values, either against the Almighty God, to ourselves, peers, the environment, or nationality, so that a perfect man. Lifting folklore as a method of building a child's character is unique in the era of globalization. Eroding the noble values of national character due to the progress of modern times should not be underestimated. Therefore, it can threaten the character of children as the future generation.

Fables can be used as one tool to deliver a range of values of character education, as well as to strengthen the development of national identity in the younger generation of Indonesia. Education in teaching and learning interactions which there is a bridge for cultural transformation from one generation to the next in the relay. Various fairytale title in Indonesia with various values of the characters contained in the story in it became a legend as well as a story of hereditary material to be preserved. Some fairy tales are legendary, including: Lake Toba, sangkuriang, master kundang, roro Jonggrang, golden cucumber, onion and garlic, the deer and slugs, and so forth.

One very interesting tale to be brought and at the same time save a lot of diverse values of character, the fairy tale "The hare and the Snail". In these tales, told the figure of hare with a gift from the Almighty God in nature, such as intelligent, resourceful, physically able to run fast, and so forth. Told there is also a snail with all attributes inherent in him, such as: good, humble, smart, creative, and so on. Fairy-tale themed regret this in the story content is located in a few places, such as in the woods, on a hill, and on the banks of the river, and brought the story of the racing game run between deer and slugs. The value contained in the fairy tale "The hare and the Snail" The educational value of which is contained in the form of creative, independent, solve the problem. Other than that, unisex moral and social values, namely: arrogant nature, virtue, humility, ability to cooperate, showing a good idea to act on the other side. Both the value of educational psychology, as well as social moral values, the fabled "Mouse Deer and Snails" is considered relevant and is considered suitable to be performed in learning in formal channels.

Indonesia distinctive culture, in the form of cooperation, mutual cooperation, courtesy, and good-natured into several important points in order to develop the value of character education on students through the fabled "Mouse Deer and Snail". The moral form: do not get cocky on the ability we have, because in fact there is a saying 'in the sky there is heaven' at the core than this fairy-tale story. This is certainly in line with the rules in the construction of a series of formal learning activities in the classroom. In lessons, students are given advices borne in the form must be able to respect each other, respect each other friends with all the disadvantages and advantages of each, mutual cooperation to resolve certain issues, which directly or indirectly are often constructed by the teacher.

Value of character education can be built up through a fairy tale in each subject in formal education, including the study of mathematics. In Act 20 of 2003 states that: "Learning is a process of interaction of learners with educators and learning resources in a learning environment". In this case it is understood that the source of learning, teachers, and students into one entity should be mutually good interaction. Susanto (2013: 186), states that: "Learning mathematics is a learning process developed by teachers to develop creative thinking of students can improve students' thinking skills, as well as to improve the ability to construct new knowledge as one of efforts to improve good governance the material of mathematics. "

In general, the task of implementing the learning activities are good, especially in mathematics, among which are: First, how the subject matter was given to the students according to the curriculum standards. Second, how the learning process by involving the full and active students, in terms of the learning process that takes place can be run with fun. The problem at the first stage of conveying the material in accordance with the demands of the curriculum standards. Learning mathematics formulated by the National Council of Teachers of mathematics or NCTM (2000) outlines that students should learn math through understanding and actively building new knowledge from experience and prior knowledge. To achieve this, according to Wahyu (2016),

1. Learning to communicate (mathematical communication);
2. Learning to reason (mathematical reasoning)
3. Learning to solve problems (mathematical problem solving);
4. Learning to associate ideas (mathematical connections); and
5. The formation of positive attitudes towards mathematics (Positive attitudes toward mathematics).

Overall, the purpose of a scientific article is structured with the intent of preserving the fairytale formally delivered in mathematics learning activities. Then, through the fabled "Mouse Deer and Snails" is sung in the learning of mathematics, is expected to instill a maximum of mathematical problem solving ability, capable of up to foster a positive attitude toward math. Directly or indirectly, other things can be achieved through this article is to significantly develop the character values of the Indonesian nation.

## METHOD

Scientific article was compiled using qualitative descriptive method with approach of educational psychology. Descriptive analysis is used to describe the nature of the characters in children's education and raised the value of the character. The approach used in educational psychology to understand the power of imagination and psychiatric posed to absorb and appreciate the submission of a fairy tale in a series of mathematical learning activities. Specifically, fairy tales presented in this article is a tale "Mouse Deer and Snail".

Stages objective in the form of a literature review role in this article starts from character education program strengthening the mandate of Kemendikbud, followed by the delivery of a fairy tale formally presented in a series of mathematical learning activities. At the end of the narrative form as descriptive and qualitative analysis in this article, described how the goal of learning mathematics remain optimally achieved through the delivery of a fairy tale "Mouse Deer and Snail". The purpose of learning math question and studied in this article in the form of themathematical power or mathematical power outlined by the National Council of Teachers of matematics.

## RESULTS AND DISCUSSION

Character Education Strengthening Program (KDP) was initiated by Kemendikbud in line with efforts to succeed Mental Revolutionary National Movement (GNRM). In this case, the institution which priority is basic education, ranging from the level of early childhood education Formal and Informal, equal elementary school level, then level equivalent Junior High School, and then to the High School level or equivalent. Kemendikbud has released five major character value that should be given priority in implementing the KDP in school. This answers to some teachers who are confused, which would mandahulukan character to familiarized the students,

while the overall value of the character of the numbers there are 18 characters. The main value in character education is shown in Figure 1.



Figure 1. Five Core Values in Character Education

The five main values in character education that is part of the mandate, which is as follows.

1. Religious, are the basis of the formation of character education, because without the cultivation of religious values, then the character education will not be formed. A good understanding of the religious values, will generally be able to instill patience, not overbearing, and not arrogant to others. Understanding of the religious values will also make man in love and mutual respect in every activity.

2. Integrity means always strive to make themselves as trustworthy in word and action. Students whose integrity will be careful in establishing the association, for the trust placed in her friends were very, very expensive. With the rampant practice of bullying and harassment, schools need to make a strict policy that students in school have to say and act positively among friends as part of the conditioning train integrity of character.

3. Mandiri, Means not to rely on others in the use of energy, thoughts, and the time to realize the hopes, dreams, and aspirations. Mandiri closely related to a person's success. Generally, people who live independently since childhood will succeed when adulthood. That is the reason independently become leading characters must-have children in school.

4. Nationalist, Means putting the interests of the nation above personal and group interests. To foster a nationalist spirit in schools, needs to start from simple things, such as students follow the flag with a solemn ceremony, the students melaksanakan class cleaning duties in accordance with the agreement of the class, and students obey all school rules.

5. Mutual cooperation, Reflecting menghargai action cooperation and work together to resolve common problems. Knowingly or not, the tradition of mutual aid are increasingly lost due to current technology that makes anyone can finish the job himself. It is to be disconnected, one of them through habituation-conditioning in schools such as community work, promoting consensus and mutual respect.

The fifth value character above can be applied to bring folklore in order to develop and strengthen character education, especially in mathematics. Activities should be implemented lifelong learning, and learning should also strived to instill the same time, build, and preserve the positive cultural diversity. Lifelong learning can be formally in school and the school is a place of cultivation. Ismail (2007: 4.3) states that "School is a place of culture, because it is basically the process of learning a civilizing process". The series of familiarization activities in formal learning in the classroom can be a civilizing attitudes, knowledge, skills and traditions that exist in a community.

Then, in an effort to implement effective learning and efficient, especially mathematics, Hakim (2017) conveys the message that there are at least four main things that must be considered carefully and then truly be realized immediately, namely: (1) notice and understand the initial readiness learners in the learning of mathematics; (2) notice at the same time consider the mindset of learners' progress in learning mathematics; (3) continue to follow the development trend of today's mathematics; and (4) carried out with caution and make sure one stage by one stage to approach learning model in learning math. The four main things soyogyanya be authorized for teachers in the classroom for learning mathematics.

The series of mathematical learning activities as a whole is divided into three stages, namely: apersepsi, core activities, and cover. The first stage, namely: Recap. In this apersepsi stage, in general, usually teachers greet students in class with a greeting and absent students, then motivate or simply remind homework at the previous meeting when teachers assign homework to students. In part this apersepsi, teachers are formally brought fairy tale, even if the learning of mathematics. Shortly after the greeting and roll, the teacher can immediately tell stories.

#### "Mouse Deer and Snail"

One day in the forest, there was a deer was running, the deer then ran into a snail on the edge of time. the deer were arrogant teasing snails, how slow the course of the slug, how quickly the slug can not walk. Mouse Deer with nature arrogantly talking to slug "Snail, dare you race racing run with me?" He knew snail certainly reject, because it could not prevail against it. But unexpectedly the deer, slug accepted the challenge and his second was to make an agreement and determine the day when both will race run.

The deer are looking forward to the day of the race. And for that, the snails make a strategy, snails invite friends to gather snails other and communicating about the deer challenge to himself. Snails and slugs comrades were being discussed to win and could embarrass the deer. The strategy this way: along the river banks lined snails, and if the deer call, then snail in front of the deer to answer, so and so until the finish line.

Finally the much-anticipated day of the deer arrived. Almost all the inhabitants of the forest came to watch it. Hare and Snail were ready at the starting line.

"Are you ready?" asked the leader of a contest run to the hare and Snail.

Both nodded. "Go!"

Both of them ran away. Hare ran with speed penuh. dan after some distance, the deer began to tired, his breathing began to pant, the deer stopped for a brief rest, he also called slug,

"Put, snails?" Call deer to snails.

"Yes, I'm here," said the snail, moving slowly in front of the deer.

The deer surprised because the slug was in front of him, he does not break and the deer was immediately rushed back with a vengeance. Hare felt very tired, began to thirst, and panting breaths like almost exhausted, the deer stopped, and then call the slug back, the deer thought snails were behind him, but alleged the deer wrong, the slug remains answer in front deer, because it is the strategy of snails. The deer ran back, and so on, until finally the exhausted deer and surrendered to the snails. Forest dwellers was surprised to see the deer give up racing run with snails, Eventually, thanks to a successful strategy slug win in the race on his feet,

Figure 2. Synopsis Tale "Mouse Deer and Snail"

Second stage, Namely the Core Activities. In mathematics, in general, this activity are delivering course material in accordance with the plans already drawn up. Whatever the study material in mathematics, specifically there are five common objectives in mathematics, commonly called the mathematical power or the power of mathematics. These five things that go into the mathematical power, namely: mathematical communication, mathematical reasoning, mathematical problem solving, mathematical connections, and positive attitudes toward mathematics. In order to achieve the objectives in mathematics learning activities, will not escape from behavioral psychology students. Suherman, et al. (2001: 31) states that: "Learning would be more successful if the pupil's response to a stimulus quickly followed by a sense of pleasure or satisfaction". In this case, dongen delivery in early learning can be a positive way to build a sense of fun on students to learn. Pleasure on students can open up opportunities that the effective implementation of the teaching process. Effective teaching is teaching that can bring effective student learning as well (Slameto, 2010: 92). In this case the effective learning on students may be the activity search, find and view the subject matter. Thus, the teacher will be much better when giving comfort to the students, then make students happy, and running a series of learning activities in the form of stimulus responses according to the plan that has been prepared. Pleasure on students can open up opportunities that the effective implementation of the teaching process. Effective teaching is teaching that can bring effective student learning as well (Slameto, 2010: 92). In this case the effective learning on students may be the activity search, find and view the subject matter. Thus, the teacher will be much better when giving comfort to the students, then make students happy, and running a series of learning activities in the form of stimulus responses according to the plan that has been prepared. Pleasure on students can open up opportunities that the effective implementation of the teaching process. Effective teaching is teaching that can bring effective student learning as well (Slameto, 2010: 92). In this case the effective learning on students may be the activity search, find and view the subject matter. Thus, the teacher will be much better when giving comfort to the students, then make students happy, and running a series of learning activities in the form of stimulus responses according to the plan that has been prepared.

stimulus response built with respect to the contents of teachers should be informed in advance tale of learning. This does not mean fairy tales make the subject matter of mathematics into the core out of the path of learning, but teachers should be able to relate the idea of the subject matter that has been planned with the content of fairy tales are sung. Teachers with all its competence expected to relate in part or whole subject matter of mathematics refer to the contents of a fairy tale story that was delivered. eg for "Mouse Deer and Snails" is manalaka associated in the material arithmetic operations for the primary level, could be raised the idea of "How many snails were included in the team sprint to beat the hare, if the distance of the track is three kilometers and every hundred meters there is one snail on the banks of the river? "

Many things must be dug by the teacher on the fairy tale "The hare and the Snail" into the subject matter of mathematics, including its activities in the form of cooperative learning activities can be awakened once implemented properly. Teachers illustrate the good teamwork of snails to be able to beat the deer. Teachers can also be initiated at the same time instilling the substantive content of the concept of "Team Learning Student". Slavin (2005: 10) states that "Team Learning Student is cooperative learning techniques were developed and researched by John Hopkins University". Furthermore, the notion of cooperative work, mentioned that "Student Team Learning methods emphasize goals and the team had a successful team". Therefore,

Further in this core activity, the teacher will never escape from giving students assignments. The assignment of teachers to students must be in accordance with the context of the issues being raised. Tasks can also be prepared in accordance with the needs of student achievement in learning, where the focus rather than giving the task in this activity is diverse teachers instill character values in harmony with the moral message contained in a fairy tale "Mouse Deer and Snail". The ability to associate the idea of mathematical and mathematical problem solving abilities through individual tasks and task groups can be coupled with the planting of religious values in the form of diligent study, the spirit of honesty, hard work ethic, and independence in completing tasks.

Third phase, Namely Cover. Mathematics learning activities in general will be closed by summing up the results of a series of activities that have been implemented. In this section, the teacher should be able to guarantee the success of the students in understanding the subject matter of mathematics in the form of evaluation or test, either orally or in writing. In addition to evaluating and summing up the results of activity, closing part is focused also on moral messages forwarded on the basis of the contents of a fairy tale story and on the basis of things that have been successfully implemented by teachers and students in a series of learning activities.

## CONCLUSION

End of scientific articles compiled the ideas of this, essentially to convey the message that the value of character education must continue to be delivered to students as the future generation. Fairy tales presented in a formal learning, be an alternative way to convey the message about the value of education character of the Indonesian nation. This also relay preserving diverse fairy tale that became the hallmark of Indonesian culture. Therefore, it can be concluded that fairy tales should continue to be preserved, and can be formally brought in all the learning activities in the classroom, in order to foster the educational value of the character of the Indonesian nation.

Ultimately, through this scientific article should be a trigger in terms of concrete evidence of preserving local culture in the midst of rapid flow of communication in the era of Industry 4.0 today. This article can be used as a scientific reference associated with bringing fairy tales in learning activities, especially mathematics. If fairy tale with all sorts of moral messages contained in them can be preserved formally in a series of math learning activities, then the whole mathematics provide a positive contribution in terms of the value of character education to develop the Indonesian people through a literary work in the form of a fairy tale.

## REFERENCE

- Danadjaja, J. (2002). Indonesian folklore. Science Gossip, Fables, and others. Jakarta: Graffiti.
- Hakim, A.R. (2017). Learning Math Easy and Fun for Students. Proceedings DPNPM Unindra Jakarta, the National Panel Discussion on Mathematics Education, 2017, 3 (1): 271-281.
- Ismail, et al. (2007). Renewal in Mathematics Learning. Jakarta: The Open University.
- Narwanti, S. (2011). Character Education Pengintergrasian 18 Value Formation of Character in Subject. Yogyakarta: Familia Inti Media Relations Group.
- Slameto. (2010). Learning and Factors Affecting. Jakarta: Rineka Reserved.

- Slavin, RE (2005). *Cooperative Learning: Theory Research and Practice*. Bandung: Nusa Media.
- Sugono, D. (2003). *2. Practical books Indonesian* Jakarta: Center for Languages.
- Suherman, E., Turmudi, Suryadi, D., Herman, T., et al. (2001). *Common Text Book of Contemporary Mathematics Learning Strategy*. Bandung: JICA UPI.
- Susanto, A. (2013). *Theory of Learning and Teaching in Primary Schools*. Jakarta: Kencana Prenadamedia Group.
- Law of the Republic of Indonesia Number 20 Year 2003 on National Education System. Yogyakarta: Media Discourse.
- Wahyuni, S. (2016). *Lifelong Learning and Constructivist Learning Approach (Case Study Learning Mathematics)*. Proceedings SENDIKA Purworejo, National Seminar of Mathematics and Mathematics Education, 2 (2): 1-8.