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Character Building and The Awareness on The Importance of Caring for The Earth

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ABSTRACT

Environmental damage is getting worse in developing countries including Indonesia, so there is no guarantee that our children and grandchildren will live comfortably and safely in the years to come. The most fundamental thing that causes the rampant exploitation and destruction of the environment is the lack of awareness of the importance of caring for the earth. This awareness will grow along with beliefs and ideologies that become principles in people's lives. Destruction and exploitation of the earth cannot be stopped if the awareness and outlook on the meaning of the earth for human life are not grown starting from this very moment. Efforts to invite the public to respect and care for the environment often face resistance because it is propaganda. Literature has been proven to have the strength and ability to inspire, touch the human heart, move and foster awareness of the importance of caring for the earth and everything because humans and the earth are interdependent.

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INTRODUCTION

Ecological and environmental damage is a high level of threat to the world. Ecological damage falls into the high-level category because it has reached a very serious stage. This damage is characterized by increasing air pollution, the occurrence of clean water crises, land contamination, destruction of ecosystems, and extinction of wildlife. The earth is no longer a safe and comfortable place for humans, animals, and plants. A good future for our children and grandchildren will become a mere fantasy. If we don't do something, what we will inherit to our young generation is not a guarantee that will enable them to prosper, but fear, threat, disease, death and even the extinction of the ecosystem on earth: the apocalypse!

The signs of the apocalypse coming are increasingly visible. In the past, climate change occurred in the hundreds or even thousands of years. Now, these changes occur in a very short term. During the last ten years, there has been a drastic increase in air temperature in almost all regions of the earth.

Illegal logging in the forests of Kalimantan in Indonesia makes the country that was once known as the owner of the heaviest and best rainforest becomes a country that portrays greed. The fact shows that 88% of all logging activities in Indonesia is carried out illegally, causing a loss of 33 trillion rupiahs. More than that, the loss that cannot be calculated with money due to illegal logging activities includes the loss of endangered species and ecosystem damage not only in Indonesia but the world. The data shows that the level of water pollution in Indonesia has reached 30%, resulting in a loss of 45 trillion rupiahs per year. The main cause of water pollution in Indonesia is household waste which reaches a volume of 1.3 million cubic meters. (Nasution: 2012). In a number of countries including Indonesia, the level of water pollution is already on the verge of danger. The dependence of people on groundwater and the exploitation of groundwater without regard to ecosystem health causes the suction of land reservation on the earth without being replaced.

Indonesia is the country with the most polluted air in the world. Air in almost all major cities in Indonesia has a level of pollution that is very concerning to human health. Jakarta is even called the most polluted city in the world after New Delhi, and the province of West Java is the most polluted province in Indonesia. (Mutiarani, 2013). The highest contributor to air pollution is motor vehicle exhaust emissions, which account for 85%. The increasing number of vehicle uses, especially motorcycles in Indonesia, can stimulate an increase in air pollution to exceed dangerous limits.

METHODOLOGY

The data above shows that massive damage to the earth is caused by none other than inhabitants of the earth who claim to have the highest level of knowledge compared to others, i.e. humans. It is human activities that have caused more and more increase in temperatures of the earth, pollution of water, pollution of the air, dirty rivers, the death of rare animals, deforestation, and floods everywhere.

Glotfelty (1996) states that we have reached the worst tolerance limit of earth damage, as the results of human activities which have destroyed the most basic life support system of the earth. There are only 2 choices: whether we change the way we live or we experience a global tragedy, which means the destruction of the beauty of the lives of countless species. "We share the troublesome awareness that we have reached the age of environmental limits. Actions are damaging the planet's basic life support system. We are there. Either we change the way we face global catastrophe, destroying much beauty and exterminating countless fellow species in our headlong race to apocalypse".

Efforts to make people aware of how influential their activities are towards the "fate" of the earth have been carried out, ranging from campaigns, seminars, training, talk shows, to field activities such as tree planting requests, proper garbage disposal, but it appears that these activities have not given maximum results. Destruction of the earth

continues unstoppable. There are still so many people who do not care about what they have done to the earth and the future of our children and grandchildren.

Many argue that human ignorance of environmental destruction has been caused by the failure of environmental science. It is a failure to grow awareness of the importance of care for the environment. It must be admitted that the key is in the awareness. If awareness does not grow, actions that result in environmental destruction will continue.

RESULT AND DISCUSSION

The main thing that causes humans to do environmental damage is low awareness, understanding, and responsibility for the importance of maintaining the earth and everything in it. Thus the most strategic thing to solve environmental problems is to increase awareness, understanding, and responsibility for ecology and the environment. This is where the power of literature can be used. Literature has the power to interpolate, move and change human consciousness. Literature has the power not only to interpret the world but also to change people's consciousness about it (Worster in Glotfelty: 1996). Literature may not have the power to reform the environment, because the relationship between literature and the environment is not a direct relationship, but literature has the power to influence human understanding, and build their awareness about nature and the environment. As Ulrich Beck stated that only when beauty and deterioration are conveyed through stories in their daily lives and imagination, can humans realize the importance of nature and earth. Indeed the success of lovers and carers of the earth does not depend on the science and technology used, but in heart, attitude, taste that is built through literary stories that inspire human feelings to be involved in maintaining, caring for and protecting nature and the earth from the threat of ecological extinction in this nature.

“Only if nature is brought up into people’s everyday images into the stories they tell, can its beauty and its suffering be seen and focused on. The success of all environmentalist efforts finally hinges not on some highly developed technology or some arcane new science but on a state of mind: on attitudes, feelings, images, narratives.”(Beck: 2002)

Stories of natural beauty and glory, their ability to meet human needs throughout the ages, the harmony of nature's relationship with humans, greed and human brutality towards nature, and the tragedy of exploitation of nature must be constantly echoed in the human conscience and mind. Imagination and the interdependent image of humans to nature that are echoed every time will build the thoughts, awareness, and responsibility of humans to protect nature because without it the extinction of ecosystems in nature confronts humans. If nature is no longer human-friendly then natural disasters will destroy human life.

Building awareness is more difficult to happen if the target human has already had a certain culture or ideology to destroy nature. That is why the most strategic environmental education is carried out for children and adolescents. Literature is the most appropriate text to build literacy, including environmental literacy.

Ecocriticism is a literary theory that began to rise up and down in the mid-19th century, along with the increasing demands to maintain and care for the earth. This theory sees the potential for a close relationship between literature and the environment.

Ecocriticism is the study of the relationship between literature and the physical environment. Just as feminist criticism examines language and literature from a conscious perspective, and Marxist criticism brings awareness of modes of production

and economic class to its reading of texts, ecocriticism takes an earth-centered approach to literary studies. (Glotfelty, 1996).

Glotfelty also feels the need to distinguish between ecocritical and environmental criticism because, in its understanding, ecocracy includes the study of all ecosphere that is far wider than the earth. The word eco also reflects the interdependence of community members, integrated systems and strong relations between constituents.

According to Wallace (2009), the literature referred to in ecocriticism is works that take sides with the environment, literature that represents the place and experience of humans in it, in intimately dealing with climate, weather, flora, fauna, air, water, rocks, ice etc.

“When I talk about eco-literature, I'm talking about any writing that focuses on place, on the thousands of local landscapes that make up not scenery through car windows, not Sierra Club calendars nor slick ads for hiking gear, but rather our daily contexts, what David Quammen calls our "matri [ces] for destiny." Writing that examines and invites intimate human experience of place's myriad ingredients: weather, climate, flora, fauna, soil, air, water, rocks, minerals, fire and ice, as well as all the marks there of human history. Writing that sifts carefully among old metaphors regarding natural phenomena (again, including humans) and casts about for new ones, conscious that metaphors serve not only as our links to these things but also as our provisional truths about them.” (Wallace)

The relationship referred to in this context is not a mere relationship, but a deep relationship full of honesty with nature and the whole world. Many literary works that contain environmental issues are not new. Since the beginning of the birth of literature, an invitation to admire nature and care for the environment has often become the main content of literature. However, it is possible because the urgency of handling environmental issues has not been so great, in the past most of the new literary works were at the stage of loading praise for nature, emphasizing human harmony with nature, and presenting imagination about natural beauty.

At the end of the 20th century when the issue of eco and the environment became a byword of the world due to increased anxiety and human fear of the threat of global warming, then literature was moved to help people build what is called ecological literacy. Ecocriticism becomes a very urgent theory to be developed more deeply. Through potential literary tools, literary writers and observers try to make various ways to contribute to building ideas, educating people to care about the environment and the earth.

It is admitted that the contribution in question is not large if it is not supported by other forces around it, as acknowledged by Jacobs (2010): “Literature in itself has, comparatively, very little power - but in conjunction with those forces, and primarily in their service, it can indeed help to change lives.” So what literature does is maximizing the role it can play in cooperation with other factors or forces that can save nature and everything from extinction.

Moral Elements of the Character Building of Students

Now there is a tendency for the logic of fiction and nonfiction to become increasingly blurred so that it is difficult to distinguish. In the world of nonfiction, the legal apparatus should be at the forefront of guardianship in providing examples of obeying the law. However, what happened, not a few law enforcement agencies betrayed the mandate of their position by committing corruption. Teachers and principals always educate their students, to be honest people, but when the final exam arrives, there are those who become designers and implementers of leaked questions

and answers to students who are educated to be honest human beings. A child must be devoted to his mother who has struggled to conceive and raise her. However, sadistically, a child were willing to kill his own mother merely due to inheritance rights. This page certainly can still be extended with various realities that show that absurdity has penetrated all aspects of our lives. Now the question is, who should take responsibility so that the social reality of our lives does not develop into a civilized civilization.

To answer that question, we might be able to learn from China, a country with the most population in the world, but successfully build the character of its citizens so it is amazing to eradicate corruption and build its economic growth. Deng Xiaoping, a great leader of China, in 1985 explicitly stressed the importance of education reform to build national character. He stated, "Throughout the reform of the education system, it is imperative to bear in mind that reform is for the fundamental purpose of turning every citizen, into a man or woman of character and cultivating more constructive members of society." Character education in China is oriented towards carving noble character through the process of knowing the good, loving the good, and acting the good so that noble character can be etched into a habit of mind, heart, and hands (Komalasari, 2011: 421).

In what ways can a person's character be built? In my opinion, there are many things we can do. This paper presents ideas to intensify literary education to build student character. In this writing, the discussion focuses on: (a) the character and moral elements of character building, (b) the reason literature needs to be intensified, and (c) literary education which can build student character.

Many experts try to give a sense of character. According to the United States Character Education, Lickona (1991: 51), the character is an inner disposition to respond to a situation in good away. From this understanding, it appears that character is a great disposition that is used to respond to situations in a good way. Like a great character, a character is not just owned by someone. A character is formed from the process of internalization of moral elements. According to Lickona (1991: 53-62) built by a number of morals. There are at least three good character building elements, i.e. moral knowledge, moral feeling, and moral actions. To clarify this explanation, let us consider the following picture.

The three elements of good character have sub-elements that cannot be separated from other sub-elements. Besides, the separation of the three character elements implies the occurrence of the stages of the process of internalizing moral values before actually becoming a practice in everyday life. At first, students need to have moral knowledge with various elements, ranging from moral awareness to self-knowledge. Such moral knowledge will provide an understanding of the characteristics of each moral. Knowledge of morals is a prerequisite for the formation of moral feelings with various elements, ranging from the ownership of conscience to humility in students. At the end of all that, after a process of understanding and moral feeling occurs, moral action will occur in real life. There are three elements supporting moral action, i.e. the ability (competence) to implement, the desire (will) to implement, and the existence of concrete actions that are continuous so that moral values become habits in everyday life.

In a slightly different perspective, Michele Borba (2001: 6-7), divides seven moral intelligence in building student character. The essential goodness of the seven moral bits of intelligence that need to be developed is empathy, conscience, self-control, respect, kindness, tolerance, and honesty.

1. Empathy

Empathy is the core moral feeling in involving students to understand what others feel. All of that is good that makes students more sensitive to the needs and feelings of others.

2. Conscience

Conscience is a voice from within a very strong student that helps distinguish between the wrong and the right. This kindness keeps students from resisting the forces that oppose goodness and allows them to do good in various forms of temptation.

3. Self-Control

Self-control helps students retrain their impulses and thoughts before they take actions that make it possible to make inadvertent choices that have the potential to bring harm.

4. Respect

Respect gives hope to students to treat others with attention because he values it as a benefit.

5. Kindness

Kindness helps students show their concern about well-being and share that sense of well-being with others. By developing this kindness, students will become less selfish and more sympathetic, and he will better understand that treating others well is an easy thing to do.

6. Tolerant

Helping students to respect the quality of others, always being open to new beliefs and perspectives, and respecting others without regard to ethnicity, gender, appearance, culture, beliefs, abilities, and sexual orientation.

7. Honesty

Guiding students to treat others with kindness, impartiality, and in the right way so that he will be more likely to practice the law, give/receive, and listen openly to all sides before making a decision.

The moral elements as described above, if used as a guideline in the actions, will build an individual character in doing and acting so that the ecosystem in this nature can take place well. In the education process, which characters need to be instilled in students? Related to this, experts also have diverse views. The diversity is due to differences in orientation and point of view so that implementation can complement each other. Megawangi (in Sauri, 2013: 285) mentions nine character pillars that need to be internalized to students, i.e. (1) love for God and the truth, (2) responsibility and discipline, (3) trust, (4) respect and courtesy, (5) compassion, care, and cooperation, (6) self-confidence, creativity, and unyielding, (7) justice and leadership, (8) good and humble, and (9) tolerant and peaceful. If the nine character pillars can be internalized by students, then the entity of the ecosystem can be maintained. Meanwhile, Hasan et al. (2010: 8) mentions eighteen characters that need to be internalized, i.e. (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the country, (12) respect for achievement, (13) friendly / communicative, (14) peace-loving, (15) love to read, (16) care for the environment, (17) social care, and (18) responsibility. Both opinions about the nine pillars of character and eighteen characters need to be internalized in the

attitudes and behaviors of the students as a whole so that the natural succession can certainly be handled well.

1. Literary Education That Can Build Student Character

Literary education is directed at developing students' literary competencies. With such education, students will be given exposure to noble values in literature as material internalization in order to build a noble character in them. For this reason, according to Spiro (in Brumfit, 1991), literary competencies that need to be developed in students include: (a) being able to show appreciation of literature, (b) being able to provide a harmonious response to all literary works in the target language; (c) being able to analyze and determine responses to literature; (d) being able to associate literature with personal experiences; (e) being able to place literature in a broad context of language, culture, and social; and (f) enjoy literature.

The general competence of literature should be used as signs when teachers design literary education, both in the process of preparing educational materials, implementing education, and evaluation systems that will be used. In the following description, these three things are explained.

a. Preparation of Literary Education Materials

Related to the process of preparing educational materials, literary education in our schools has tended to be very dominant. Symptoms are shown by the fact that it is rare or maybe even never to see educational material based on the results of analysis of the needs or characteristics of students. The material presented in class is the result of expert assumptions, curriculum designers, or teachers based on student needs.

In choosing educational materials, humanist literary education agrees with the views of Beach and Marshall (1991) or even Nunan (1999) who suggest that educational materials should be tailored to the needs or characteristics of students. Educational materials are not based solely on teacher assumptions/curriculum designers. There is the involvement of students in determining the literary education material that will be implemented.

Because it is not based on the needs, desires, or characteristics of students, literature education material in schools tends to be boring. These symptoms are not in harmony with the constructivist perspective which states that education will be effective if the chosen educational material is related to the knowledge that students have. The linkage will arouse the student's schema of the educational material that will be obtained.

Related to the needs analysis process, there are suggestions from experts who deserve attention. Retcherich and Chancerel (in Nunan, 1999) divide the need for two types, i.e. objective needs, and subjective needs. Objective needs are needs that can be diagnosed by the teacher based on an analysis of students' personal data, their literary skills, and patterns of literary use. Nunan (1999) prefers to sort out the needs of students for two types, i.e. the need for content and process needs. Content needs include the selection and sequencing of educational materials - which are traditionally the field of syllabus design - while process needs refer to the selection and sequencing of learning and experience tasks - traditionally seen as methodological fields. In addition, Nunan (ibid) distinguishes initial needs analysis and ongoing needs analysis. Initial needs analysis is carried out before education begins. Ongoing needs analysis refers to analysis that is relatively often informal and implemented by the teacher once education has begun.

Analysis of student needs can be done by using a questionnaire that contains the points of student attitudes, prior learning experience, initial abilities that have been

possessed, and what abilities to be achieved. The results of this analysis are combined with the facts of Indonesian literary literature or regions in the community so that educational material really becomes contextual material.

Educational material that is based on the needs or characteristics of students has at least three benefits. First, the material makes education more meaningful. What we teach in class is really something students really need, not something that is redundant because students don't need it. There are several reasons for this to occur, among others, because students have mastered the material, or perhaps it is felt that it is not beneficial for them. Educational material that is meaningful as far as possible avoids waste, avoiding waste of time and energy.

Second, material that is based on the needs of students can arouse student motivation in following the educational process. In the study of psychology, learning revealed that students will feel happy to learn something they really need. Thus, fulfilling their needs is an alternative way to arouse their motivation in following the education process. In this context, various complaints that are often raised against the low motivation of students in attending literary education so far may be minimized by promoting literacy education based on student needs.

Third, education that is based on the needs of students has benefits which in educational terms are called accompaniment impacts. Familiarizing education by considering the needs of students indirectly will give them an example of humanist life. They are given an example of an attitude to respect the wishes of others, not imposing a will when faced with the wishes of many people. This kind of accompaniment is often forgotten in the process of education in this country. Therefore, it is natural that the educational products produce human beings who tend to be authoritarian who find it difficult to respect the opinions and rights of others, it is difficult to know diversity.

b. Implementation of the Literature Education Process

Building regional literary competencies in students is not a piece of cake. Its achievement requires an educational process that places students as active parties in reading and responding to literature. Related to this, Rodger (in Brumfit, 1983) states that students will never learn to understand literature if they don't read literature. They also will never acquire literary skills if the class is passive. The main purpose of literary education is to teach students to discover the significance of the meaning of literature in themselves through various acts of reading literature. This can be done through a method that allows them to predict or assess, that is, applying the principles and procedures of reading literature and reporting the results.

There are various literary education models that can be used. One suitable model for achieving the objectives of literary education is the response model. In this model's literary education, students are directed to read or listen to literature as much as possible and provide responses to literature that is heard or read, both in oral and written forms.

In the education process, the literary response can be characterized by several activities, including (a) being involved, in the sense of being involved in empathy in literary texts; (b) describing, in the sense of placing and reproducing information contained in literary texts; (c) thinking, i.e. thinking of literary elements, such as characters, backgrounds, languages in literary texts so as to be able to make statements about their meanings; (d) explaining, i.e. explaining the elements in the literary text; (e) linking, i.e. linking students' experience with materials in literary texts; (f) interpreting,

in the sense of showing reactions, descriptions, conceptions, and relationships that can be made to clearly state the literary theme; and (g) concluding, which concludes the content and quality of literary texts (see Beach and Mashall, 1991).

In the education process, teachers can use one or a combination of response strategies as offered by Beach and Marshall (1991) below:

(a) Express the mind loudly. This activity can be used to describe students' reactions, doubts, predictions, questions, hypotheses, interpretations, and conclusions. This instrument is more suitable for expressing responses to short segments of literary text, such as lines or paragraphs.

(b) Retelling. In this response activity, students summarize or abstract again what happened in the literary text. The retelling activity helps students learn a lot through relevant, relative events, which can be used to understand the point of view of literary texts.

(c) Free writing. Free writing is used by students to write their thoughts in openness, spontaneously without attention to organizing, editing - just written expressions in what they think is related to the literature they read/hear.

(d) Reading the journal. In reading journal texts, students respond, react, and think of ideas as they occur during reading texts in literary journals.

(e) Learning to take notes in a diary. When responding to literary texts, students constantly learn new strategies and ideas to understand the text. In the process, students integrate the new ideas and strategies into the knowledge they already have, modify that knowledge to estimate their new knowledge. In that context, learning to record into a diary can help students integrate new knowledge into existing knowledge.

(f) Enriching catalog cards or data banks about literary concepts. When they read literature, they quickly obtain a storehouse of knowledge about authors, literary generals, types of characters, storylines, settings, themes, and techniques. Students can record it on a catalog card or in a computer file.

(g) Asking questions. When understanding things in a literary text, students build a frame to guide their knowledge in the process of discovery. At that time, students can ask questions freely. The questions are listed on the board. Then, the teacher guides the students to discuss the questions.

(h) Register. In registering, students develop items of the same type, for example, actions, character, or poetry imagination. Furthermore, the items are listed in a certain order.

(i) Parallel list. To encourage students to gain an understanding of the relationship of information lists, the teacher can use a parallel list, which places part by part.

(j) Mapping. In mapping, students visually photograph relationships in literary texts using models of spider webs or tree diagrams. The web of relationships is used to represent the links between characters, events, places, or ideas.

(k) Making a Venn diagram. Students can also use Venn diagrams to distinguish and compare characters, settings, and ideas in literature.

(l) Making a graph. In reading or listening to literary texts, students discover the development of stories, characters, power, self-confidence, or traits that can be expressed in graphical form.

(m) Scaling attitude. The attitude scale can be used to determine attitudes towards literary phenomena.

(n) Staging stories. In making storytelling, students present a series of events from a literary text into a script based on events. He changed these events into a text.

(o) Oral interpretation. In the oral interpretation of a literary text, students read aloud text in a large group or small group as a tool to convey their interpretation of a text.

(p) Rewriting, revising, and adding the literary text. In this response activity, students can end, add episodes, revise events, alternative styles, places, characters, or make dialogues.

(q) Role-playing. In this response activity, students can adopt roles, characters, or focus on one dilemma or situation in the literary text.

(r) Reviewing literature books. Students can write a book review by summarizing the literary book, then concluding it.

From the various response strategies, it appears that students are placed as active individuals. Literary education is no longer transferable, but generative. Related to this, Slavin (2000) states that one of the most important principles of educational psychology is that teachers cannot only provide knowledge to students. Students must build knowledge in their own minds. Teachers can help this process through teaching methods that make information very meaningful and very relevant to students and provide opportunities for students to find or apply self-ideas and by inviting students to be aware and consciously use their strategies for learning. Metaphorically it can be said that the teacher can give a ladder to help students reach a higher level of understanding. In its implementation, efforts must be made so that students themselves climb the ladder.

The above description suggests that literary education in the classroom should not be dominative. Humanely students are delivered to achieve idealized literary competencies. This kind of education system is often called student-centered education. In a student-centered class, the teacher's role is to help students develop literary competencies, not to give lectures or control all classroom activities. In this context, the teacher must strive for students to actively learn, either through interaction with teachers, teaching materials, the environment, classmates, or others.

The success of student-centered education is determined by many factors, one of which is the educational method used. The education method that is used properly is that gives as many opportunities as possible for students to be actively involved in the education process. To develop the regional literary competencies of students, teachers can use cooperative methods. The father of humanist education, Dewey (1964), expressly states that the primary responsibility of the teacher motivates students to work cooperatively. Besides solving problems in their small groups, students learn the principles of democracy through day-to-day interactions with each other. This can be created because in cooperative education there are positive interdependencies, the occurrence of face-to-face interactions, the existence of individual accountability, and skills to establish interpersonal relationships or social skills that are deliberately taught.

c. Literature Education Assessment Process

In the process of education, including in literary education, assessment is not a new term. At least, at the end of an education program, an assessment is usually carried out. There are various types of judgments. Each type has a specific function. If it is associated with the implementation of the education process, the assessment can be used to see the achievement of learning outcomes or the effectiveness of the educational process.

In the process of literary education, assessment can be divided into two, i.e. the assessment that leads to the product and the assessment that leads to the process (see Nunan, 1999). Assessments that lead to products tend to see the achievement of learning outcomes in the final results, which are usually done through a test instrument; while the assessment leads to the process of seeing the achievement of learning outcomes not solely from the end result, but also from the process of achieving it.

In general, the assessment of the process of literary education in our schools tends to lead to product evaluation, which leads to very little assessment of processes. Assessments developed with this system are clearly dominant, lacking in respect for the learning process. The "fate" of children tends to be decided by the final performance, without seeing how hard their efforts are.

In essence, the assessment is not only done for a moment but must be carried out periodically and continuously. In addition, the assessment is not only estimating a partial achievement, but must assess something in a comprehensive way which includes the process and results of the growth and development of knowledge, attitudes, and skills of literary appreciation achieved by students. Therefore, to determine someone who does not reach the required target is not only from the momentary results, for example, taken from the final examination score. It could happen that someone who is in the process of performing well, but because his health is not good, at the time of the exam he will get a poor grade. It doesn't seem right to convict students of not going to class because they failed the final exam, even though in their daily performance they are very good.

In the perspective of humanistic literary education, assessment functions as the teacher's response to student responses. Therefore, at least, there are three objectives to be achieved from the assessment process, i.e.: (a) to prepare students' descriptions of what they do when they respond to literature; (b) to prepare a "blueprint" for developing student potential; and (c) to help students learn to assess themselves (see Beach and Marshall, 1991).

In a humanist literary education system, the assessment of student learning outcomes is not only determined by the final results, but also by the process (compare with Nunan, 1999). Such evaluation system is usually called authentic assessment. In this assessment system, the assessment process is carried out during and after the education process takes place; assessment can be used by the teacher to formative and summative; measured is skill and performance, not remembering facts; continuous nature; integrated; and can be used as feedback (see Nurhadi et al., 2004: 53).

If associated with the opinion of Hill et al. (1998), assessments should be emphasized in process assessment, with the use of portfolio assessments. Learning achievement results are recorded from various instruments, for example, teacher notes, anecdotes, journals, information from parents, in addition to the final product of student performance.

If used appropriately, portfolio assessment has a number of advantages. Barton and Collins (1997) describe these advantages as follows.

(a) Portfolios provide opportunities for teachers or students to communicate the results of education after or during the learning process in the classroom.

(b) Portfolios allow teachers to see the work of students according to the context. The portfolio displays the structure for each part and proof of its contents. This structure allows the teacher to see how each part of the student's learning is aligned into the big picture of the educational plan that has been prepared by the teacher.

(c) The portfolio will stimulate a change in the learning rights of each student. Students will learn how to make decisions about the quality and usefulness of their respective work, and that decision can lead to a strong meaning of personal resolution.

(d) Portfolios will help teachers create a forum for students to communicate their ideas in a supportive environment. These interactions will help students in their appearance.

(e) Portfolios will be able to help us become better teachers. The portfolio process will encourage teachers to pay close attention to what our students really want to be done. It is a challenge for teachers to try new ways to design these achievements.

Portfolio assessment is based on indicators of learning achievement from a number of notes or documents. According to Budimansyah (2002), portfolio assessments can be based on notes or documents: (a) daily and general test results that are usually recorded in the student grade book, (b) structured tasks are usually collected by the teacher and stored in a special folder for student assignments, (c) records of students' daily behavior are usually stored in special books called anecdotal records, and (d) reports of student activities outside the school that support learning activities, usually collected by the teacher and subsequently documented.

CONCLUSION

Avoiding the increasingly severe and sustainable moral decline, we need to build the character of students as a "golden generation" that will replace the role of the current generation in the future. Students need to learn from China, we need to immediately intensify the role of education to build student character. According to Wibowo (2013: 1) ideally, education is a means of humanization for students. Education provides space for teaching moral ethics and all sublime rules that guide students to achieve humanization. Through the educational process, students become guided, enlightened, while the curtain of ignorance opens wide so that they are able to erode even negative aspects that push towards dehumanization.

Now the question is, is it possible that literary education plays a role like that? The answer is it is very possible because it is seen from the substance to be conveyed to students, the literature contains abundant character elements. Boulton (in Aminuddin, 1984: 9) states that literary creativity in addition to presenting the values of beauty and exposure to events that are able to provide the inner satisfaction of its readers, also contain views related to reflection or inner contemplation, both related to religious, philosophical, political issues. and various kinds of problems related to the complexity of this life. Therefore, it is no exaggeration if the 19th-century Russian critic Lenin (in Hartoko, 1984: 25) states that literature must act as a teacher figure who must carry out didactic functions. Literature should not only open the eyes to the shortcomings in society but also show a way out.

For our ancestors, literature plays a role as an instrument of life. Therefore, literature is very familiar with their lives. They use literature as a source of truth, in addition to the sources of religious, philosophical, and scientific truth. Our ancestors have set a very good example. For example, when sowing seeds, cutting down trees, conquering wild animals, or attracting the opposite sex, they use literature in the form of spells as a means of communicating with the Creator; when making a proposal to continue the lineage, they use the *pantun* as a means of virtuous communication; when going to sleep

a child or provide education, they are literary in the form of rhymes. The following is a translation of the chunks of chunks that were used to be sung by ancient mothers in South Kalimantan when they put their babies to sleep.

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