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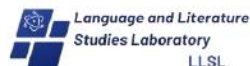
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Raising Social Awareness through Fables: An Interpretation of Humanism Theory Toward Learning Human Values

Arlin Septia Basana Siagian^{1*}; Fadilla Aura Ramadani²; Rahma Hidayati³; Erfriani Sekar Talenta Simangunsong⁴; Kristin Dwi Amsari Pasaribu⁵; Ela Emayusnita Sirait⁶; Rosmawati Harahap⁷

^{1,2,3,4,5,6,7} State University of Medan, Indonesia

Abstract

The word "humanistic" has many different meanings depending on the context. Humanism means a concern for human values rather than God's values. Humanistic education is a term in educational theory that refers to education that utilizes humanism as its approach. The humanistic learning theory that emerged in 1970 is based on three philosophical theories: pragmatism, progressivism and existentialism. Humanistic learning theory is an approach to learning that focuses on personal growth and the subjective experience of individuals. It can be applied to various fields of education, developing students' potential while promoting social behavior and collaboration. The type of research used by the author is library research that uses references in the form of books, notes, and works, as well as the results of related previous research reports. The research method used is a qualitative descriptive research approach. The data source used in this research is fable-style literary works.

Keyword: Humanistic; Fables; Character

* Corresponding author, email: arlinseptia23@gmail.com

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INTRODUCTION

Gagne and Briggs suggest that the humanistic approach in education aims to develop personal values and attitudes that are considered socially important, as well as to acquire a broad knowledge of history, literature, and the development of productive thinking strategies. They also highlight that using a systems approach allows students to choose from a variety of learning plans, including different learning objectives, learning sequences, and problem-solving methods and creative activities. Although there are limitations in certain learning materials or situations, the systems approach itself does not limit the diversity of pedagogical approaches. Uno (Nast, et al., 2019).

Furthermore, based on Maslow's humanist theory of the hierarchy of needs, which is the basis of Maslow's thinking (in Jannah, et al., 2023: 126), it is explained that there are five levels of satisfaction of human needs. The five levels include physiological needs, security, affection, self-esteem, and self-actualization. Starting from physiological needs such as food, drink, oxygen, and shelter, to physical security, stability, and protection, as well as affection which includes friendship, kinship, intimacy, and love. In addition, there is also the need for gratitude, self-esteem, and self-confidence. The highest level is self-actualization, which involves an individual's drive to reach his or her fullest potential (Akbar, 2023; Senen, 2024; Qamari; Andryrestu, 2024; Maisari, 2024).

Then fable is something that involves a literary approach by highlighting aspects of humanity using fable stories. Humanistic theory, developed in psychology and philosophy, emphasizes the human potential to develop and achieve self-awareness and appreciation of life's values. In this context, fable stories are an appropriate means to show human traits, moral dilemmas, and character growth through narratives that present animals or non-human objects as the main characters. Through the analysis of fable stories, this study aims to reveal how humanistic theories are reflected in these narratives, and how these stories can be a mirror for human experiences and struggles in finding the meaning of life and understanding oneself (Cristina, 2024; Munidar, 2024; Paull, 2024; Rahmadani, 2024; Johan, 2024; Ibrahi, 2024).

In addition, the fable itself is a type of literature that tells stories in which the characters are animals described as having the same characteristics as humans (Muthmainnah, et al., 2022). A type of fairy tale literature in old prose, fables, which originated from the Dutch language, are used by many writers and writers in their works. One way to realize character education is to instill good moral values. Character building must start from an early age. As a future Indonesian language teacher, I have a responsibility for the formation of character in each student. Through the activities of the language and literature learning process, it is used as a medium to support the formation of character in each student.

One of the literary works that are favored by the public, especially young children, is fairy tales. According to (Sandriana, 2020), fables are fairy tales whose characters are animals but act as if they are humans (anthropomorphism). Basically, in fairy tales, character values are contained in unique elements. Intrinsic elements are the components of a work, such as plot, setting, and the message contained in the story.

The 21st century is referred to as the century of knowledge. According to Martini (2018), success in today's world depends on knowledge in various areas of life, such as education, business, social empowerment, development and industry. We must balance Indonesia entering the 21st century and let our lives progress in harmony with this era. According to

Eka et al (2020), one of the goals of 21st century education is to encourage learners to acquire 21st century skills. Of course, these skills are very important and help students to better deal with changes and developments as time goes by.

Definition of Old Prose

Old prose is the product of an old society. Original ancient prose generally has not been written down and lives by word of mouth, entertained and passed down from parent to child. Ancient prose can also be said to be literary works that have not been influenced by Western literature or culture. Old literary prose works were originally delivered orally, because the written form was not yet known (Widayati, 2020). According to Sudarmanto (2019), old prose is a type of literary work that developed in the past, especially in certain historical periods such as the Renaissance, Baroque, and Romanticism. Old prose tends to have a classic, formal language style, and is sometimes full of rhetorical embellishments. Works in old prose often deal with themes such as mythology, history, and religion, and use complex narrative techniques.

Old prose is a form of literature that developed in the past, especially during certain historical periods such as the Renaissance, Baroque, and Romanticism. This period was characterized by a cultural and intellectual renaissance in Europe, which significantly influenced the development of literature. Old prose is characterized by a classical, formal language style, often filled with beautiful and complex rhetorical embellishments. Works in old prose often address universal themes, such as mythology, history, religion, love, and human life as a whole. The use of complex narrative techniques, such as deep characterizations, intricate plots, and meaningful dialog, give these works depth and complexity.

Old prose refers to various traditional literary forms such as myths, fairy tales, legends, fables, historical stories and sagas, which have existed since ancient times. Meanwhile, new prose refers to modern literary genres such as novels, children's stories, romances and short stories, which emerged after the adoption of writing and mass printing. These two categories distinguish types of narratives based on the history of their development and the literary features they carry, from those that inherited oral traditions to those that developed in more modern literary contexts. Sani, F.A (2023).

Definition of Fables

According to Encyclopedia Britannica (Harahap, 2022), the word fable comes from the Latin *fabula*, which originally had more or less the same meaning as Greek myth. A fable is a type of story in which animals act and speak like humans, convey moral lessons, and ultimately have a clear ending. According to the Kamus Besar Bahasa Indonesia, a fable is a story that describes the character and soul of a human being, whose actors are played by animals, and contains moral and ethical education. Fables are a very popular form of literature, especially by children. According to Sardiana (2020), fables are stories that feature animals as characters, but they behave like humans. These animals speak, think, and act like humans through personification techniques.

Fables are not only entertaining, but also contain important character values.

The structure of a fable is a story that describes human character and soul (with morals and moral education) played by animals. According to the 2016 revised edition of the Ministry of Education and Culture's printed book (Helmi, 2022), the story structure consists

of direction, complexity, resolution, and conclusion. Orientation is the first part of the story and includes the introduction of characters, setting, and time period. Complexity is a problem between two characters that develops until it reaches a climax. The part that solves a problem is called the solution. The end of the story, the coda, describes the changes that occur to the characters and the lessons learned from the story.

According to Wisudawati (2023), fable stories can open the door for readers to contemplate moral messages without feeling pressured by patronizing morality. The learning gained from reading fables includes the ability to understand more deeply the content of the text, the story structure used, and the mastery of the linguistic rules contained therein. Through fables, readers can identify various important elements such as the theme conveyed, the characters involved in the story, the setting of the place and time where the story takes place, and the moral message hidden behind the story. Thus, fables become not only an entertainment, but also a valuable educational tool in shaping readers' understanding and character.

According to Megawati, et al. (2020), fables have several characteristics, including:

- a) The characters are animals
- b) The theme is usually social.
- c) The characters in fables resemble human traits, such as good, bad, selfish, arrogant, greedy, etc.
- d) Story characters have the ability to think, speak and act like ordinary people.
- e) He provides a third-person perspective.
- f) A story uses a forward flow
- g) Includes problems that are similar to problems in the human world.
- h) Every story has a setting, time, social, and emotional.
- i) The language used in narrative or sequential stories uses informal language from everyday life.
- j) Every story has a message for its readers.

The character values in fables are conveyed through the intrinsic elements of the story. These intrinsic elements are elements that shape a story from within, such as plot, setting, and mandate. The plot is the series of events that make up the storyline, the setting is the time and place where the story takes place, and the mandate is the moral message or lesson that the author wants to convey. In fables, moral values are the principles of good and evil that exist in individuals and cannot be separated, Uska and Wellan (Hidayat, I., 2021). In fairy tales and fables, morals cannot be separated from each character, which is built on pre-existing stories. Children recognize the good and bad in every story they read or hear. Thus, fairy tales and fables not only function as entertainment, but also as an effective educational medium to instill moral values in children from an early age. And according to Syarifudin, S. (2021), character education is an important step to overcome the moral decline that threatens the character values of the Indonesian nation. An effective strategy is to use the story method as a learning tool that can be adapted to various groups, including children and adults. To introduce stories to students, it is important to pay attention to students' interest in the stories you choose as teaching materials.

Fitri, S., A (2023) argues that values education through fables is a very effective

approach in consciously shaping early childhood character, both in the school environment and around them. Fable comics are not only an interesting and fun means to enrich children's learning experiences, but also help them understand and reflect on the moral messages contained in the story. Through fables, children are invited to understand abstract concepts such as friendship, social care, hard work, and self-confidence, and encourage them to internalize these values in their daily lives. In addition, fables also have the ability to stimulate children's imagination, broaden their horizons about different situations and characters, and enrich their vocabulary. By experiencing adventures through fables, children can learn about different aspects of life and develop their understanding of the world around them. Thus, fables are not just a medium of entertainment, but also an effective tool in early childhood character education, helping them become better and responsible individuals in society.

Fables often contain important values that teach children about character and morals. In each story, we can find a variety of values such as honesty, hard work, friendship and responsibility. Through these fables, educational messages are conveyed in an interesting way and can be connected to children's daily lives. This helps them understand how important it is to have good traits and how to apply them in their own lives. Latifah, S.A (2021). Fables make a significant contribution to early childhood character building by conveying values such as friendship, social care, hard work and self-confidence. The stories in these fables are not only entertaining, but also teach children to understand and apply important values in their daily lives. Through the experiences of the characters in fables, children can learn how to interact with others, overcome obstacles, and strengthen their self-confidence (Putri, 2023).

In their research, Aprianti, Gunatama, and Indriani (in Setyawan, et al., 2021: 35) found that the stories in the fable texts used for students include moral stories, and we found that the narrative devices include title and point of view, language style, and theme text. This device, often referred to as the textual structure of an allegory, neatly packages moral messages to maintain the coherence and flow of the narrative. Therefore, the embodiment of fable text becomes a meaningful, consistent, interesting work, which can mainly provide wisdom to its readers. Therefore, fables are often used to convey moral messages or life lessons. The social connection with fables is how these stories reflect, criticize, or teach social values to society, as follows.

1. Reflecting Social Values: According to Dewi (2019) in her book, fables reflect the values and norms adopted by society. For example, the story of ants and grasshoppers reflects the value of hard work and planning.
2. Criticizing Social Behavior: Many fables contain critiques of social behaviors that are considered inappropriate. For example, the story of the tortoise and the hare criticizes pride and celebrates perseverance.
3. Teaching Morality: Fables often convey moral messages that are useful for educating children about right and wrong, justice, honesty and wisdom.
4. Using Satire: Some fables use satire to comment on power and social structures. For example, "Reynard the Fox" is often used to mock nobles or corrupt leaders, Utami (2019).
5. Educational Tools: Fables are often used in formal and informal education to teach ethical and moral values to children.
6. Connecting Generations: Fables told from one generation to the next help

- maintain tradition and culture and strengthen the identity of social groups.
7. Entertaining While Teaching: Apart from teaching moral values, fables also aim to entertain the listener or reader, making the lesson easier to accept.
 8. Developing Imagination and Creativity: By using animals as characters, fables help develop children's imagination and creativity.
 9. Instilling Collective Wisdom: Many fables contain collective wisdom that has stood the test of time and helped people understand the complexities of life.
 10. Strengthening Cultural Identity: Nugroho (2018) states that fables often contain certain cultural elements, thus helping to strengthen identity and pride in one's own culture.

According to research conducted by experts, fables have an important role in educating morals and character in readers, especially children. The following are quotes from several experts about character values in fables (in Roza, 2019):

- a) Fables are one of the most effective forms of literature in teaching moral values to children. Through simple stories that are full of moral messages, fables are able to guide children in understanding concepts such as honesty, hard work, and responsibility.
- b) Fables illustrate the relationship between individual behavior and its consequences. By depicting animal characters that have human traits, fables teach readers about the importance of having moral values in everyday life.
- c) The beauty of fables lies in their simplicity that contains deep moral wisdom. Through stories about animals that act like humans, fables teach readers about the importance of having integrity, patience, and courage in facing various challenges in life.

Thus, fables not only present an interesting story, but also carry valuable moral messages for readers, especially in character building and morality. Annisya (2022) adds that fables are stories that feature animals that behave like humans. These animals have human traits and habits, so that readers can understand and learn from the story. Fables are also rich in moral values conveyed through the actions and interactions of the characters. The setting of fables is often nature, such as forests, ponds, rivers and other natural places, which adds to the appeal of the story. As such, fables are not only stories for children, but also effective educational tools for teaching moral and character values. Through personification and natural settings, fables convey important messages in a way that is interesting and easy for children to understand. According to Makauntung, et al. (2022), fables are stories about animals that act like humans. This means that the animals in fables speak and think like humans, making the story easier to understand for readers, especially children.

Nurdiyantoro, (in Mustikasari 124:2021), revealed that fables also have intrinsic elements such as theme, plot, setting, characters, point of view, and language style. Themes in fables are usually related to everyday life and contain values such as honesty, tolerance, discipline, hard work, creativity, independence, and responsibility. The plot is the series of events that make up the story, while the setting refers to the time and place where the story takes place. The characters in fables are animals that have human traits, point of view is the perspective from which the story

is told, and language style is the way the author presents the story through word and sentence choices. With themes that focus on moral and character values, fables can be an effective tool in students' character education. Through engaging and easy-to-understand stories, students can learn about the importance of these values and how to apply them in everyday life. Fables are not only entertaining but also educational by teaching important lessons about behavior and interaction with others. Therefore, fables play an important role in shaping and strengthening students' characters, helping them understand and internalize values that are useful throughout their lives. Through stories about animals that behave like humans, fables convey moral messages in an interesting and effective way.

Fables are one type of fairy tale that is often told in fairy tales and other media. According to Gustiawati et al (2020), the use of picture books as storytelling media is very useful because it helps develop the imagination of children and students about the content of the story and explains the cause and effect of the processes that occur around them. Nurbiana, (in Putri.F (2023: 124), states that this process allows children or students to draw conclusions from the content or message of the story, thus improving their thinking skills. To facilitate students' understanding of fable story material, usually the presentation is complemented by picture illustrations. Picture illustrations provide a brief description of the storyline and explain the scenes that occur. These illustrations help children understand and follow the storyline more easily. In addition to making the storybook more interesting, illustrations also function as visual aids that clarify and reinforce the messages that want to be conveyed in the story. This makes children more interested and involved in reading and understanding fables.

Thus, the use of media such as storybooks equipped with illustrations is very effective in delivering fable stories to children. This not only helps develop their imagination and thinking skills, but also strengthens their understanding of the moral messages in the story. One of the main purposes of these fables is to convey the values of characters based on humanities through fables. The word "humanistic" has many different meanings depending on the context. Humanism means a concern for human values rather than God's values. Humanities at the academic level focuses on knowledge of human culture, such as Robert's classic study of Greek and Roman culture (Setiadi 2023: 663). Humanistic education is a term in educational theory that refers to education that utilizes humanism as its approach. The humanistic learning theory that emerged in 1970 is based on three philosophical theories: Pragmatism, progressivism, and existentialism. Humanistic theory is an educational theory that views humans as whole beings who have great potential to be developed. The purpose of humanistic theory is to understand the changes that occur in the environment and the students themselves so that humans become whole and reach their potential. Humanistic theory in education considers humans as beings who have the full potential to develop. The goal is to understand how the environment and the individual interact to promote optimal personal development.

This approach emphasizes the importance of a deep understanding of the individual, positive environmental support, and recognition of the individual's psychological and emotional needs in the learning process. With a focus on holistic personal development, Humanistic theory emphasizes the importance of autonomy,

self-responsibility, and respect for individual experiences and needs in education. Based on previous research, the author views that fable stories can instill character values for readers, so it is necessary to analyze character values through the media of fable stories, regarding how important the application of fable stories is to the cultivation of character values based on humanistic theory in daily life.

METHOD

The type of research used by the author is library research using references in the form of books, notes, works, and the results of relevant previous research reports (Nurdyana, 2023). The research method used is a qualitative descriptive research approach. The data sources used in this study are literary works of fables. The researchers have investigated and documented the contents of all the fables in this book. Documentation will help you collect information about the values of the characters in the fables you are studying. The titles of the fables studied can be seen in Table 1 below.

Table 1: Titles of literary fable

TITLE STORY FABLE	AUTHOR
Friendship Ant and Pigeon	Kenya Swawikanti
Crow And Hawk	Mohammed Afzan Eternal, SIP
Lion And Mouse	Karsid Mohammed
Ant And Elephant	
Butterfly Be careful Glorious	Adithia Primary
Elephant Which Good Heart	Aesop
All Special	Sis Odik And Tuti Gunawan
Wolf Hairy Sheep	Aesop
Mouse Deer And Crocodile	Rahimimidine Zahari
Story Penguin and Duck	Betty Ernawatiningtys
Nation Ant Oppose Elephant Which Nosy	Rashid
Bad Duckling Appearance	Ryfa

The data collection method in this study was carried out in stages. Read the fairy tale with the theme of solidarity and mutual cooperation carefully and repeatedly and obtain all information about the fairy tale as data.

- a) Take note of all the discoveries in the fable, including the characters' values.
- b) Group the fairy tale data on solidarity and mutual cooperation according to the problem formulation.

- c) Examines the validity of research findings based on validity considerations, especially reliability; This research uses research using semantic content analysis technology.

Next, the researcher decided which indicator symbol or symbols to use. The researcher then found indicators that were categorized based on the book content data as shown in Table 2.

Table 2. Humanistic Character Value Codes

CODE	CHARACTER VALUE HUMANISTIC
A	Fair
m	Help
MH	Value
G	Mutual work together

If values that foster humanity are found, then character education values become the data needed. The next step is to underline the data contained in the words and quotes that show the value of character education. This coding is intended to make it easier to classify the data based on the categories determined based on the character values.

FINDING AND DISCUSSION

Storytelling can add personality to the child's subconscious mind. The results of the study include (1). The values of the characters that appear in all fables, (2). Deconstructing the values of characters in fables. The following is a description of the data analysis carried out by researchers using the type of research "Library Research" and using the content analysis method based on the details of the data contained in the fairy tales of class II textbooks on these subjects. "Unity" in Table 3 below.

Table 3. Character Value

STORY FABLE	MARK CHARACTER HUMANISTIC		
	A	M	MG H
Friendship Ant and Pigeon	✓	✓	
Crow And Hawk		✓	✓
Lion And Mouse	✓	✓	
Ant And Elephant		✓	✓
Butterfly Be careful Glorious		✓	
Elephant Which Good Heart		✓	

All Special	✓	✓	✓	
Wolf Hairy Sheep	✓			✓
Mouse Deer And Crocodile			✓	
Story Penguin and Duck			✓	
Nation Ant Fighting Elephants Which Nosy	✓	✓	✓	✓
Duck Bad Appearance			✓	

The following is an explanation of table 3:

1. The fable story entitled "The Friendship of Ants and Pigeons" created by Kenya Swawikanti where the fable tells about acts of kindness and help not only apply from one direction only. Although it is the Pigeon that initially saves the Ant, the Ant also shows its gratitude and care by saving the Pigeon from danger. In this case it can be included in category (A). This shows that true friendship should involve giving and receiving help, and protecting each other. In this case it can be included in category (M). This story teaches us that we as sentient beings should be built through acts of mutual care and help, regardless of our differences or size/ caste.
2. The fable story from Muhammad Afzan with the title of the fable "Crow and Eagle" which tells the story of a crow mother and her child who are looking for food, and when they get the food suddenly the eagle grabs it from them. Seeing this, a group of (G) crows who were passing by helped to help the crow's mother and child from the injustice done to them by the eagle (M).
3. The fable story "The Lion and the Mouse" by Kenya Swawikanti tells of a lion who, though strong and mighty, ends up caught in a hunter's net. A little mouse, who had earlier been helped by the lion, heard the lion's cry for help and bravely came to his rescue (A). With its sharp teeth, the mouse managed to cut the net and free the lion. The grateful lion realized that even a small creature like a mouse could provide meaningful help (M). The mouse's loyalty and help taught the lion a lesson about how important it is to have friends, regardless of size or strength.
4. The fable titled "The Ant and the Elephant" by Bill Peet tells the story of an act of togetherness by ants. Although the elephant has a very large body, but the small ants with their togetherness, can defeat the elephants, and this is included in category (G).
5. The fable story entitled "Butterflies with Noble Hearts" by Adithia Pratama where the fable tells about Butterflies who are ready to help Ants even though initially the Ants mocked Butterflies. It teaches us to be ready to help others selflessly. This is included in category (M).
6. The fable story entitled "Gajah yang Baik Hati" created by AESOP where the fable tells about kindness between fellow living beings. Although initially Gajah wanted to be tricked by Kancil, Gajah did not care about that and continued to help Kancil. This is included in the category (M).
7. The fable story "Semua Istimewa" by Dinda Selviana Dewi tells about an experience of Ulu, a Green Frog, who learns to appreciate the differences and uniqueness of every creature (MH, M). Ulu initially thinks that the happiness he feels when it rains should be felt by all creatures (A). However, in his attempt to force his friends to enjoy

the rain like him, Ulu insults them for not having the same abilities as him.

8. The fable story entitled "Wolf in Sheep's Clothing" by AESOP tells about a wolf who tries to prey on sheep. But the flock of sheep is always together to protect each other and be careful of wolves (M). The fable story entitled "Wolf in Sheep's Clothing" by AESOP tells about the wolf's attempt to trick the flock by disguising himself as a sheep. However, because of his disguise, he died at the hands of the shepherd (A).
9. The meaning of the fable of the deer and the crocodile is about small animals that can respond to larger forces. The deer, being a small animal, used its intelligence to handle a challenging situation. With an idea, he was able to reach the cucumber farm on the other side of the river, which was considered very deep and dangerous due to the presence of many crocodiles (MH). Kancil managed to reach the cucumber farm by summoning and using the crocodiles as a way of transportation. However, when he did not have the fresh meat as agreed, the crocodiles were angry and wanted to catch the deer. Finally, the deer managed to leave the dangerous situation and got his cucumber. This story shows that small people can respond to larger forces with intelligence and good ideas.
10. From the story "The Story of the Penguin and the Duck" that we should welcome the existence of others and prioritize the relationships we have. The penguin and the duck share a bath and go to school, showing that we should cooperate and meet up with others. The story also shows that everyone has different desires and habits, such as penguins who like to bathe in cold water, and ducks who do not like cold (MH). However, different desires and habits will not interfere with our relationships with others.
11. The fable story "The Nation of Ants Against the Useless Elephant" by Rasyid tells about the importance of coexisting with mutual respect and respect for each other (MH, M, G, A). This story describes the nosy and disrespectful nature of an elephant named Timbul. Timbul uses his power to intimidate and force other animals in the Sumatran forest to become his servants.
12. Ryfa's fable "The Ugly Duckling" tells about the values of self-acceptance, courage and friendship. Through the story of a duckling who is considered ugly by other animals, the story teaches that true beauty does not lie in physical appearance, but in the goodness of one's heart and character (MH).

In this discussion, we discuss the results of the research to provide a deeper understanding of this research. By knowing the theory of humanist fables, we can conclude that fables have implicit messages that can develop the character of their readers. The allegorical text phrases and quotations contained in thematic student books contain character values that need to be taught to children from an early age. Storytellers incorporate character values into their tales so that children can more easily imagine and understand the moral messages contained in each tale. In addition to the character values presented directly through the story text, there are also character values that are implied, interrelated, contradictory, and developing. This discussion answers the problem formulation regarding the value of character education in fairy tales.

CONCLUSION

This study shows that there is much room for improvement in the way of learning in

character building through humanistic theory applied to fable-based teaching. Humanistic ideas such as the need for autonomy, relationship fulfillment, and self-actualization can be incorporated into fable stories in a special way. By identifying with the characters or situations in fables, we readers are able to form a deeper and more emotional connection with the material we learn. In addition, fables often emphasize moral principles that can inspire introspection and ethical analysis, thus creating more room for moral and ethical development. By using humanistic theories in teaching through fables, educators can also introduce students to a student-centered learning approach, where the teacher supports the students' learning process by acting as a facilitator. Through reinforcing students' self-regulation and accountability for their education, this methodology fosters innate drive and enhances personal growth. However, more research is needed to determine the exact impact on students' academic performance and overall development, despite its promising potential. Another interesting area of research is a thorough understanding of how fairy tales can be effectively packaged in various learning contexts. Based on their findings, the researchers recommend the following for those who influence storytelling ability:

1. Providing incentives by encouraging parents to talk to their children and getting them to spend more time communicating and interacting with their children.
2. For teachers: Familiarize and encourage children to tell and read fairy tales that contain moral messages.

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