

EFFECT OF HERO CONCEPT IN FOLKLORE MATERIAL ON STUDENT'S RESPONSE IN ADDRESSING STUDENT BRAWLS

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ABSTRACT

This article contains the result of a thorough exploratory study on the effect of hero concept in folklore material on local student brawls and an experiment a new concept of folklore material in Semarang, Central Java, Indonesia. The following result can be applied as a local analysis which can be met in many places with flexible and contextual solutions. The method used is a mixture of exploration and quasi-experiment. The discussion includes the character involvement of teenagers aged 12-15 years old, students, teaching material in learning activities, components of hero concept, and its role in finding solutions to overcome student brawls. The hypothesis of the study is the level of acceptability that hero concept in teaching materials affects the increase of the positive behavior and opportunities reducing the number of student brawls.

Keywords: Teaching material, hero concept, behavior, student brawl, folklore utilization, and learning.

INTRODUCTION

Universally, exploratory study can be applied as an alternative discourse in solving a similar problem in different locations such as student brawl. The hero concept topic in teaching material and the student brawl universally can be met in many countries. As it appears in the news, "Crowd of students brawls Downtown in Pittsburgh" (Czebiniak, 2016), or "China officials 'investigate classroom brawl' in Anhui province" (editorial, 2016), or "Prom after-party blamed for 40-student brawl at L.A. high school" (Blake, 2016), and many. The student brawl is connect with what they understand, especially about to be like a hero. Thinking invincible, brave, tough, but with the wrong way. A proper strategy is necessary in the presentation of the teaching material component as to help reduce the number of student brawls through learning activities.

The limitation of teaching material topic is the teaching material for teenager students aged 12-15 years old in learning activities at school. The teaching material perception is specified into folklore material. The applied basic reference is that folklore is a literature work which comes from oral literature and which is effectively used to communicate a phenomenon with style, esthetic, and moral value because it comes from a life or phenomenon which does not actually happen but is meaningful (Danandjaja, 1994, p 86). That's mean, learning activities based on community act can use or utilize folklore. The basic of limitation is that the learning process of students (aged 12-15 years old) affects the character development, which is related to the various problems in their group. As one of the examples, the collection of information from various researches shows that there was an intense influence of the behavior of watching Korean movies on Indonesian female teenagers' dressing style in Surakarta, Central Java (Ginari, 2012, p. 70). The result of analysis on the questionnaire of behavior of 90 randomly-sampled students of State Junior Secondary School of Semarang shows that the students considered the figures that they had met in folklore material as mere legendary figures and a to-be-known legacy from their previous generations. One device dynamic learning that can use in school, and always can be developed adjust the context and needs for learning is on the learning material.

METHOD

The method used in the study is a mixture. Study exploration is performed to find the link between the effect of learning activities and student behavior outside of school. A data source is a group of students who are

determined randomly. Acquire techniques to conduct interviews, the spreadsheet questionnaires, and observations. Exploration component units are learning in the classroom and the use of the device, activity in schools outside school hours, and activity around the school.

The other part is doing the analysis of the concept of heroism contained in learning materials on subjects used folklore and the folklore examples provided in the regional community. The technique is performed the content analysis. Data obtained in the form of diverse concepts of heroism which is used as source material for modifying and developing new models presenting the concept of heroism in learning materials folklore. The output stage of the data obtained information regarding the level of students' understanding of the concept of heroism is learned, report observations in the classroom use of the materials on which the functioning of modifications, and information about the various student responses after obtaining knowledge of the concept of heroism against the action brawl between students. All of these data into a level explanation effect of hero concept in folklore material on student's response in addressing student brawls.

The entire series is exactly what we call the mixed method, mixed method adapted from understanding the exploration of which is included in the exploratory mixed methods (Creswell, 2008, p. 561). The method serves to generalize more than one thing that can represent a particular theory (Best & Kahn, 2006, p. 259). Empirical generalizations about the impact of the concept of heroes in learning materials with the understanding of the battle that gives effect to the students as one of the perpetrators of student brawls. Analysis of the concept of heroism on the content of the subject matter that is used. The results of the test material effect on the character development and the development of the concept of thought on the matter. Test the ability to interact can be done with a test that includes information actions and student responses to certain issues as a form of character education that influence student behavior habits (Thompson, 2002, p. 76). Determination of the preferred method of use refers to statements regarding the formation of character, which character development basically forms a new thing, but forming the basis of the character with the character of the existing or student owned (Nucci, Larry P.; Narvaez, Darcia, 2008, hal. 91).

RESULT AND DISCUSSION

The results of an exploratory study on the relationship between the activities of the students to learn in school with behavior outside the school obtained in three different types of data forms. Interviews were conducted on students who are determined based on the recommendation of their teachers who categorize the student is a special student. Special category consists of the top prize winners in the classroom, students are extra active, quiet students, and students who have a lot of records violations in school and outside of school. Data from 30 students in one class the information obtained, there are 3 students with high grades (rank), 2 students with behavioral extra active, 1 student reserved, and 6 students with a record of violations he had done at school and outside of school in the last six months. Interview topics is about what students doing when the teachers on teaching and not attracting, the part of the subject of folklore which is student likes, the part of the subject of folklore which is student dislikes, the concept of a hero which is understood on learning, the concept of heroes which can be applied in life, students opinions about the winners in the brawl between students, student opinion about the students who lose out on the brawl between students, and students opinions on the relationship of the concept of heroes in the lesson with their heroes in real life.

All the answer is on two category in these context, it could be connected or unconnected to the causes of the brawls of student. The result is the result is that there is a link between hero concepts covered in the subject matter to the students' understanding and the resulting response to the action brawl between students. The results on graphic (figure 1) of the use of the same material in a smart and reserved student has a chance 12-25% to get carried away in the case of brawl between students. while for the active student and did have a poor record at school have a 50-100% chance to get carried away and get into the action affected brawl between students that occur outside of the school environment. It indicates that the learning material influence on the activity outside the school performed by students.

For the aforementioned students, the intellectual development and awareness become the important part of their intellectual process. As stated by a prominent philosopher, JJ Rouseu, (1712) and referred to by Arthur (2003, p 60) in his book about education and character, Arthur claims that in the mentioned ages, children have an attitude inclination which is dominated by intelligence, practicality, awareness and self-prioritizing. One of the imitation objects is located in the scope of school. The result of the exploratory study shows that there were only 25% of the figures and characters met in folklores from the applied eleven types of teaching material. The folklore figures from the teaching material were presented from foreign countries, which were different from the student's nationality (foreign and no proximities) and local legendary figures (which possibly interacted with

past events), which were difficult to understand, which were practically only for the means of reading and also far from belief of an idol or a role model.

Cognitively, the students will often enter the stage of logically thinking on various types of hypothesis and verbal problems and applying scientific reasoning as well as accepting others' perspectives, which all lead to formal operations (Piaget, 2003, pp. 162-165). As a matter of fact, every single thing that they learn is merely an activity inside the class. The existence of maturity, physical experience in activity environment, social interaction, also self-management system balance is unapplied. The figures that they find logically are not acceptable to be included as material component of self-character order establishment system.

Social context as the part of activity which can form an idea and trigger the presentation of the concept establishment toolkit has not been applied, which Bruner called as cultural toolkit. One of the examples is the culture of hand phone or laptop applications which ease them in finding the heroic figure from a more logic period of time for them to be accepted. The measure of the logic is the denial toward the past, not the future and the dream concept is more appropriate to be chosen as material. It functions as the concept structure for a new situation from the previous learning. The material they find in the teaching material still cannot be accepted for them in building a character which is applied in self-behavioral system toward the environment and the problems they experience. The possibility for teenagers in accepting solutions to overcome problems by impersonating wise kings in ancient times is less accepted compared to an action movie actors who overcome problems through fights.

Relation between the phenomenon and the learning process is the intellectual ability, learning, and rules and regulations or system. As stated in (Bruner, 1999, p. 33), there are three things which should be paid attention to in a learning process. They are the process of intellectual development, learning activity, and curriculum concept. The materials which are applied in the learning process for teenagers should possess proximity with the actual-personal experience. The activities in school become one of the chances to implement the manner of a personal experience establishment which can be realized. The learning activity has a chance of building the students' character for the future with the appropriate work instruction. The result of the content analysis in the language teaching material which includes the description of figures and characters for the students' learning in Semarang, Central Java, Indonesia shows that 78% of the guidelines and instructions did not direct the students in the application of attitude, knowledge, and skill related to the solving of the problems that they (teenagers) frequently encountered. Thus, it resulted in a product of teenage students who practically did not have a good grip on real life knowledge.

Data of the Central Java province government (Bp3ak) on handling the violence against children in Semarang, there was an increment on the amount of violence against children victims in 2015 with the range of average increment of 20% in each month during one year (Bp3ak, 2015). Ironically, this issue happened following the establishment of the character education component enforcement in 2013 curriculum. The learning process in school did not affect the students' character much. As stated in the article of the Commission for Indonesian Child Protection that the school factor in the majority of the students' daily activity was not considered as an institution which can provide an applicative moral education (Setyawan, 2014). The result of the exploratory study shows that several junior secondary schools did not provide character education leading to teenager's problems, but only provided hereditary advices. The other causal factor is the condition of the intellectual development on students aged 8-12 years old which aimed at building a character with an imitative act, tending to be influenced by an idol or a heroic figure (Sudarilah, 2014, p. 7).

The process of perception building in the decision-taking of personal behavior order system is unconsciously obtained in the guided school. In this process, an uncontrollable perception emerges. One of the educational chances related to the thinking system order about a character inside an idol or a heroic figure through the education processes of civics, religion, or language does not happen. In Indonesia, in accordance with the applied curriculum, there is a language education subject and Indonesian literature which aims at building the ability to communicate through the folklore or story learning. In the scope of local areas, the result of the exploratory study shows that the composition of compulsory teaching materials (established by the government since 2004) in the language and literature subject for junior secondary school students had unconsciously put a brake on the effort to develop the teaching materials, which included the solution for teenagers' problems toward teachers. With the compulsory books, there was a comparison between the presented various teaching materials and the number of the schools, where there were only 13% of the schools which were able to fulfill the students' learning needs, with the average of 1 type of teaching material in each school, while 70% of the teachers from almost the entire junior secondary schools with the average of 1 teacher per school did not modify the teaching materials they would use. This matter became the indicator of the absence of learning process, which led to the

role of local hero figure utilization or which was suitable to help establish the system of character building on the students. It was not possible to universally and effectively establish a heroic personality in affecting the students' behavior.

The assumption that children's individuality development on the age ranges of 12-15 years old claimed by Philosophers JJ Roseu (1712) and was referred to by Arthur on his book about the analysis of intelligence and critical education with character development (Arthur, 2003, p. 60) did not turn up practically and applicably. On the analysis of the content diversity of the learning material, there were many incompatibility issues between the content composition and the teenagers' need. 78% of the incompatibility led to graduate competency standards, namely: achievement, attitude, knowledge, and academic skills: reading, speaking, and writing skills. There were no scopes of graduate competencies which referred to the success of students' study result application in general social community, especially in responding the frequently occurred student brawls. It was all only limited by attitude-achievements reflecting one's attitude, faith, nobility, knowledge, confidence, and responsibility in interacting effectively with the social community and the nature in their reach or by conceptual-factual knowledge and procedure in science, technology, art and culture with the knowledge of humanity, nationality, statehood, and civilization related to visible phenomenon and event which all was literate in nature, but was not applicative. Students did not go through character development process in relation with directive imitation of an idol figure.

As both consideration and concrete evidence regarding to the composition of material related to the children's heroism from the idol, of the story compositions with the possibility to develop the individuality only 25% of all learning materials used were accommodated. The learning material provided with the needs of learning device which was able to develop students' character and to be the solution of student brawls in suppressing the number of cases shows that 89.5% of the students still needed the proper devices related to the learning of language and culture and also patriotism which could suppress the number of student brawls in personal and study group way. The fact is that there were some heroic figures in the learning material which was introduced in the form of folklore text like the sweet snow white, arrogant prince, and Maling Kundang the perfidious son. However, the personality component from each figure was not able to give material of personality to the children in building a new concept of personality in their attitude order system. Some of the factors found were as follows: there were repetitions in presenting the heroes, the heroes presented were not compatible with the student's environment, there were few references to strengthen the hero's character outside the text, and the instructions did not point to the applicative act on the students' discovery about the material of heroic character concept development.

According to the results of exploration and theoretical study, the locality transferred the heroic concept wrapped in local culture. There were 7 aspects of heroism found in local tales: belief in self power, keeping the spirit of struggle to independence, defending own land and home, never giving up, holding firm the inner and outer discipline, never breaking a promise, never betraying your people and religion. Those also departed from the concept of heroism claimed by Budiono (2007:216) in his writing about the value of Indonesian personality and struggle to independence. The core characteristic was then mapped in 30 forms of attitudes and personalities, namely: (1) Confidence in your own ability, (2) being independent, (3) being brave, (4) being humble, (5) caring, (6) being attentive, (7) having visions and missions, (8) teamwork, (9) being oriented, (10) having knowledge, (11) hardworking, (12) loving, (13) conservationist, (14) preserving and protecting, (15) having a sense of pride, (16) willing to sacrifice, (17) never giving up, (18) never being desperate, (19) always having an idea, (20) having a principle of life, (21) being strongly- determined, (22) being honest, (23) being discipline, (24) being consistent, (25) being on time, (26) being responsible, (27) being loyal, (28) being god-fearing, (29) being noble, (30) being highly dedicated, all can be used as the material to develop personality concept.

The education on heroic character did not appear dominantly in the said learning material. If it was to be related to teenagers' problems in social community, 89.5% of heroic personality material was irrelevant. One of the indicators was there was no utilization of local heritages in offering the characteristic element, but it tended to be universal. It became short-lived which created a big obstacle in implanting heroic comprehension which could prevent the students from the brawl with a proper perception. To compare, characteristic comprehension is within the brawlers who keep repeating their actions with pride or their caring attitude as the reason to join the brawl because of their solidarity. Even their willingness to sacrifice is as the pride for their group for winning the brawl.

Based on all the information and data we make modifications to the subject matter of folklore as a result of spreading the idea of the data analysis. we use one of the local epic story titled "Pirate Kertapati" Asmaraman work Kho Ping Hoo is known as one of the stories "silat" (martial arts fight is a traditional local) are popular in his time (in 1970) and currently works reprinted. To customize the story with the user's age and needs context

emphasized the concept of heroism, performed adaptation of the story. Produced four pieces of folklore connected with the essence scope and sequence of events has not changed. Adaptation aspects into account elements of language and social interaction variance components according to the age of readers (children 12-15 years). Like for example in terms of violence in combat, cunning strategy memorable. The fourth folklore being part of the subject matter in accordance with standard fittings components and learning materials that apply in the education system innovation on the material contained in the instructions and the instructions for use of the material. Bloom in taxonomic concept of transformation into an active form of instructions relating to the content of the folklore. Thus, Activities of learn despite using a work of fiction that is not real easy to apply by the students in the form that has been transformed. Determination instruction, based on the findings included in the concept of heroes such folklore. the concept of the concept is the hero will act confidently and hold fast to the truth, is someone who has the courage beyond the ordinary, seeing things in the form of high esteem, sensitivity to others who need assistance from it, acting in a planned and had obsession great to always realize his plans, in terms of good will to join any party without favoring one, altruistic than their own interests as a principle, always working and never give up, do not ruin the life and nature meets, doing things for others though tiring for goodness sake, say what it is, and always accept whatever he faced if indeed it is a must. All transformed in the form of instructions that lead students on a range of activities and can provide information on the effect of material on the behavior, namely Presentation, assessment and provision of opinions, assessment work of another person, group, innovate, delivery of the decision, the completion of the learning process overall, and polls.

CONCLUSION

The hero concept on the folklore learning material can be utilized as the alternative method for character development on the students in addressing the student brawls. The result was 6 main strategies related to the learning material and activities using hero concept to anticipate and suppress the student brawls with the success of character building on the secondary school students. Those strategies were as follows: (1) make sure that the learning material is only functionally and effectively used to local area boundaries but still bears a global quality; (2) the learning material used is a product of development and plan which is developed from the result of study on the students' characters of specific age range and which has also been linked relevantly with the local character culture to build closeness and easiness in comprehension process; (3) the material of character that utilizes the product of society has been modified and presented in the form which fits the era, like presenting a legendary literary art with its accompanying modernization version by using retelling or adaptation method; (4) the learning process, completed with instruction and working procedure, refers to material of character application that will be offered as a new development concept in the students personality and behavior. (5) Specify the limit of character achievement in reachable range and so remedial concept can be applied if it is not yet achieved; and (6) the activity of learning material utilization is done to develop students' awareness to respond any matters in their life.

Thus, the assumption that the hypothesis of hero concept in learning material can affect the behavior of student brawls is acceptable. Next, the creation of prototype and the experimentation in a form of sustainable research are done on the local and contextual area on the basis of research area situation analysis result. The learning material which is able to develop it will also be able to influence the students' motivation, especially in language learning (Sun, 2010, p. 890.) and to develop a specific character. The development of specific characters is appropriate because developing characters does not mean create any new thing, but develop the current characters according to the previously owned characters (Nucci, Larry P.; Narvaez, Darcia, 2008, o. 91). Adaptation with the previous characters of the student's is needed to develop characters by utilizing the learning material. The advancement of culture on the development of human mind relies on the society revolution of individual reality and experience that has been represented through the common spoken or written symbolism (Bruner, 1996). In Bruner's claim, the decision is based on the cultural context and conception before the learning participant takes it with them to a new situation as the result of previous learning in other context. A new learning is a product of "interaction" between them. The hero concept in learning material which has applied the strategy of learning material preparation can be made as the learning solution for the students in responding and dealing with the student brawls.

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