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Research Article

Literature Teaching Forms Student Character

Radode Kristianto Simarmata*

Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

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**Corresponding author:*

E-mail:

radodesimarmata0@gmail.com

ABSTRACT

The teaching of literature involves strengthening awareness about ethical attitudes. Literature is considered less important and has less role in society. HKBP University English Education Students Nommensen Pematangsiantar are the young generation, the next generation, who will become the owners of a diverse and unique nation's future. This research aspect (research focus) is to form a commendable moral culture/character in the acquisition of literary teaching which is evident in the influence of the sensitivity factor of a person's feelings who have studied a lot in various literary works in showing which things are valuable and which are not valuable (ethical culture/character noble character/ The Character Building) with the 3P method (touching, awakening, and developing conscience). object Research (type of material to be studied and research aspects) attitude and character of English Language Education Study Program students at HKBP Nommensen Pematangsiantar University in teaching literature. The research subjects were 15 English Language Education Students at HKBP Nommensen Pematangsiantar University. Teaching literature using the 3P method which pivots on motivation has succeeded in changing the mind-set of the way of thinking of English Language Education Students at HKBP Nommensen Pematangsiantar University so that the character of noble character is formed.

Keywords: Character, Literature teaching, 3P

Introduction

Teaching literature involves strengthening awareness about ethical attitudes. It is almost impossible to talk about literary creation without facing ethical issues and without touching them in the context of social philosophy (Geng et al., 2019). Without confronting students or students with the problems of social life that they are involved in all day long in the midst of

the society that they live and support, they will not get mimetic standards. character change in him. Literature teaching carries out the first function , students /students are given the freedom to display their responses and reactions; secondly, students are given the opportunity to personalize and crystallize their personal feelings towards the literary works they read and study; third, the supervisor must try to find

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points of contact between students' opinions; and fourth, the role and influence of the mentor must be the impetus for exploring vital influences inherent in literature itself (Rusilowati & Wahyudi, 2020).

In this research, the meaning that is obtained and given to students in the process of exploring literature is the result of transactions between the mental activities of students and the words that are strung in the pages of literary works. In other words, the meaning is created, formed and realized by the students themselves, as readers in reading activities. The teaching of literature "should enable students to find a relationship between their experience and the literary creation concerned in the formation of commendable character" which is applied in everyday life (Burke, 2019). Literature as a work of human art in the form of oral or written which has a certain meaning or beauty, contains an exploration of the truth of humanity, customs, religion, culture, and so on. "creating and appreciating literary works is a high degree of intellectual and emotional experience that will be more humane to humans". In relation to the values in the development of cultural education and national character which the National Education Department began to apply starting in the 2011 school year, teaching literature is considered important because teaching literature can help shape character (Onishchuk et al., 2020).

Rosenblatt emphasized that teaching literature involves strengthening awareness about ethical attitudes. In the value of teaching literature, there are two demands that can be expressed in connection with the formation of this character. First, the teaching of literature should be able to foster sharper feelings. Someone who has studied a lot of literary works usually has a more sensitive feeling to point out which things are valuable and which are not valuable (Rahman et al., 2022). Second, that the teaching of literature should be able to provide assistance in efforts to develop various student personality qualities which include perseverance, intelligence, imagination, and creation. And broadly speaking, values are related to right and wrong with logic, good and bad are related to ethics, and related to beautiful and not beautiful are the same as aesthetics. In

short, it can be said that character education is intended so that students, students, in all their attitudes and behavior reflect the values of noble and civilized character (Astuti et al., 2019).

The teaching of Indonesian literature at various levels of education has so far been considered less important and neglected by reviewers, especially those whose knowledge and appreciation of literature is low. This leads to courses which is ideally interesting and of great benefit to students, is presented as merely meeting the demands of the curriculum, dry, lacking in life, and tends to have less place in the hearts of students (Darmawati et al., 2020). Mental health, noble character or noble character are very important for the development of a nation's civilization and culture, in addition to the intelligence of thinking and intellectual abilities of students. Character education is intended so that students in all their attitudes and behavior reflect noble and civilized moral values.

Teaching is an interaction of learning and teaching. Teaching takes place as a process of mutual influence between instructors and students. In between the two there is a relationship or interaction communication. Teaching is a pattern in which a planned procedure is arranged.

The teaching of literature exceeds other disciplines, its center and axis lies within literature itself. Students must see literary works not from the perspective of experts, authors, or educators/supervisors, but from their own perspective. Students may not view the discourse or the other world through the eyes of other people (Syafaruddin et al., 2021). Literature is not directly related to science and data that can be generalized, but to humans who have to face their world, so it is appropriate that each individual student is always related to his perspective, with a unique relationship with the world he faces, and is not willing to step over (by passing) against his conscience (Kim et al., 2019).

The implication of mutual interdependence on the teaching of literature is a personal uniqueness that must be respected, accepted and respected. Students cannot be seen only as passive information containers. Students should be studied as inventors and creators of

their own knowledge. According to Bleich the purpose of educational institutions is to synthesize knowledge, not just to present it. Students, regardless of their age and abilities, must live and carry out this synthesis process, which is impossible for other people to do (Efriana, 2021).

Literature teaching planned to involve students in the process of displaying meaningfulness. Students who are basically students should not only be fed with accumulated information about everything without developing advanced concept applications, but instead are invited to be creative and innovative in finding new concepts in commendable character changes independently (Dumford & Miller, 2018). This independent mental involvement is the basis for increasing the level of active learning which is the application and implication of the meaning obtained and given in the process of literary exploration which is the result of transactions between literary activities in the form of the substance of human experience.

The source of the creation of literary works is human beings and all aspects of their lives. Jacobson calls it the universe. Every talk about literature means talking about humans and society (Steinmayr et al., 2018). That is why reading literature is the same as reading human life itself. Three strata of life are used as sources of literary creation by the author, namely (1) life that actually exists (real life), (2) life that may exist, and (3) life that does not exist. Real life can be seen in past lives (historical reality) or in the life that is happening (current reality). The life that may exist is the life created by the author's imagination (imagination) which has the possibility of happening in the future. Every particular social phenomenon can function as a driving force for the creation of certain literary works as well (Maatuk et al., 2022).

Sastra is human-centered. That is why, it is appropriate that literature is impossible without touching human problems. This is because literature is written by humans, about humans, and for humans. Literature has never been written by and about beings other than humans or written for other than humans, be it jinn, demons, angels, plants or animals. Characters other than humans that are presented in litera-

ture are in essence a symbol of the human character itself as described above. Thus, it can be said that life with all its aspects (universe) is the source of the creation of literary works. The author has a sensitivity level of observation and appreciation of human life with all its problems that goes beyond the ability of ordinary human observation and appreciation. With the ability to observe and appreciate like that, the author is able to capture things that are vague, invisible, that cannot be sensed in life (Afrina et al., 2021). The author is able to feel the suffering, happiness, sadness and despair of others as well as his own suffering, happiness, sadness and despair. The results of his appreciation and thoughts about life are what the author sets forth in the form of literary works through the imaginary figures and events he creates (Billingsley & Bettini, 2019). An author's observations, thoughts, and appreciation of life are colored by his philosophy or outlook on life, his religious beliefs, political ideology, his sensitivity to society, his social conscience, and his sensitivity to his time. That is why, the phenomenon of the same life is often captured differently by different authors.

The sensitivity level of the author's soul becomes the determining point for the quality of the work of a literary work. An author who has a high level of soul sensitivity will be able to capture, live, and think about aspects of life down to the root of the problem. Conversely, an author who has a low level of mental sensitivity will only be able to capture life's problems on the outer skin. Authors with a low level of soul sensitivity are only able to produce cheap, popular works. Conversely, authors who have high mental sensitivity will be able to review the teenage romance in relation to all aspects of life (Khaidir & Suud, 2020).

Character is an absorption word from English, character, which has not been standardized by the Language Center in the Big Indonesian Dictionary (KBBI). What is in KBBI is only its equivalent, namely character, which is defined as the inner nature of man that influences all his thoughts and behavior. According to KBBI, the equivalent of character is character and character. The word character is actually accommodated by the Indonesian Literary Lexicon, and is interpreted as a character or

psychological traits (morals, character, character, ethos) that distinguish one person from another. Character or character has several aspects, namely aspects in the form of goals that humans have in their actions; organizational forms that rely on relationships and proportions of roles and desires (eg how human desires work together with other parties); and ethical values. This ethical aspect shows how a human or a person fulfills the norms of decency. From the aspect of decency norms, a person is declared good or bad according to the criteria of decency norms (Burroughs et al., 2019).

A person's character or temperament, apart from being innate (genetic), is also formed by education, from education in the family to university, as well as the influence of values circulating in society and the environment that grows them. Because each person has a different genetic inheritance, and grows up in a relatively different educational and social environment, certain characters that are inherent in unique personal figures grow, starting from weak and bad characters (consumptive, lazy, giving up easily), rude, slashing, liar, treacherous, and corrupt) to good and superior character (creative, diligent, hardworking, tenacious, polite, honest, trustworthy, fair, and responsible). Character is the basic structure of a human or someone who is different from the others; organization of an individual's character; or socially relevant organization owned by an individual (Renzulli, 2021).

In addition to these unique and different individual characters, there are also collective characters that are built by universal values such as religious values, and values that are a kind of " mutual agreement "in social life and are passed down from generation to generation. by parents to younger ones. This collective character becomes a kind of communal character of a society or nation. For example, the character of a religious community, as well as the character of a community that is polite, caring and likes to work together (solidarity). It is in the midst of this collective character that individual traits exist and interact and influence each other, both among individuals and with collective characters. If good and superior individual character is dominant, and cooperative with positive collective character, there will be

dynamic harmony in society. However, when the bad individual character wins, and ignores the collective character, there will be disharmony, violation of values and laws, or even confusion of values and chaos.

Based on the description of these character boundaries, it can be concluded that what is meant by character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs. Therefore, personally character can be expressed as a stable personal attitude resulting from a process of consolidation with progressive and dynamic religious, social, cultural, national and environmental norms, integration (Alhabeeb & Rowley, 2018).

Based on the description above, it can be seen that there are two main motivations for creating literary works, namely (1) the motivation for expression, and (2) the motivation for communication. Of the two motivations for creating literature, the first and foremost motivation is the motivation for expression (Fibriasari, 2021). The motivation for communication in literary creation is based on and inspired by the motivation for expression. In other words, the motivation for communication in literary creation is essentially the motivation for communicating honesty, truth, and the voice of the author's conscience (Kahu & Nelson, 2018).

Literary works can stimulate readers to raise awareness about various human problems directly and simultaneousl. Literature can make humans more humane. Literature has the opportunity to invite literary readers to see the problems of life and humanity with naked sight, smell, taste, hearing, and touch, without any veil, be it the veil of position, ethics, culture, social, politics, religion, race, or other veils. another. In other words, literature invites literary readers to see humans as humans without the need for "frills" Chinese, Javanese, Batak, Madurese, Muslim, Christian, Hindu, Buddhist, rich, poor, civil servants, factory employees, construction workers, farmers, fishermen, pedicab drivers, housemaids, men, women, transvestites, and others. Literature also

invites literary readers to see life's problems as problems without the need for "frills" political problems, economic problems, cultural problems, security problems, race problems, gender problems, and so on.

Talk about the purpose of teaching literature, must return to the concept of literature. Literature is written for readers and not solely owned by an elite group of intellectuals, so that literary experience is not possible using intermediaries. That experience is a process of direct contact between readers and literary works. "The word literature in Indonesian comes from Sankerta. The root word is cas which means to instruct, direct, and teach. Therefore, literature can be interpreted as a tool for teaching, manual, instruction or teaching". Meanwhile Wellek and Warren say, "Literature is a creative study, a branch of art. Literature is everything that is written or printed. Literature is an imaginative work". Meanwhile, Oemarjati , "Teaching literature basically has an effective mission, which is to enrich students' experiences and make them more responsive to events around them. The ultimate goal is to instill, grow, and develop sensitivity to human problems, recognition and respect for values, both in individual and social contexts." Based on the statement above, it can be concluded that students must have the ability to appreciate literary works,

Teaching literature in the classroom can help students stimulate imagination, develop critical abilities and increase their emotional attention. If students are asked to respond personally to the literary texts they read, students will become more confident in expressing their ideas and expressing their emotions. In addition, students are motivated to improve their ability to master literary texts and understand language, as well as in connecting the literary texts they read with the values and traditions of their society (Kember et al., 2020).

It is concluded that the purpose of literature is to provide opportunities for students to gain literary experience in their lives. In line with that, teaching literature can be used as a tool to increase students' sensitivity and character towards life values and wisdom in dealing with the environment, the realities of life, and attitudes of maturity. Through teaching

literature, students are expected to grow into mature human beings who are cultured, independent, able to express themselves with their thoughts and feelings well, broad -minded, critical, with good character, refined manners, and polite. From the various characters that can be formed through the teaching of literature, students are expected to be able to shape themselves into complete human beings, complete with their uniqueness, so that they can live in the midst of society by continuing to work in order to fill a useful and meaningful life (Crowther et al., 2020).

In relation to the statement above, the values contained in literary works originate from (1) the values in the society where the author lives, and (2) the values within the author as an individual. The values in the author are essentially the values in society that have been captured, processed, and interpreted by the author so that they contain the author's subjective perception. In other words, the values in the author that are presented in literary works are values in society that have undergone a process of subjectification.

The use of literature as a vehicle for education, including values education, has a number of advantages, namely: (1) literature is not patronizing, (2) literature is able to penetrate the boundaries of space and time, (3) literature presents values in a natural context. Literature is not patronizing. That is, literature can bias human spiritual abilities to be able to recognize all aspects of life and its values, instilling an awareness that grows without coercion about the importance of understanding and practicing a value. Literature gives the reader the freedom to choose for themselves, catch it for themselves, live it up by themselves, and internalize the values contained in literary works without any interference from any party.

Literature is not patronizing because: (1) literature only presents phenomena in life in an honest and basic manner, and (2) literature educates values through the words and behavior of figures in literature. In literature, values are not presented in the form of descriptions of concepts, but in practical forms, namely in the form of images of thoughts, speeches, and actions of characters in literature related to certain values. Thus, the value offered by the

author is a down-to-earth value, a contextual value, a value that is believed and applied or questioned by the characters in literary works. Presentation of values like that makes literary readers seem to be reflecting on themselves about the thoughts, appreciation, and application of values that exist within themselves or that live in the surrounding community.

Literary characteristics that present the application of values in a natural setting will make literary readers feel as if they are facing the application of values in real life. Thus, the values presented in literary works are identical to the values thought, internalized, and applied by readers in their real lives. Such a presentation makes the reader actively involved in an intensive and continuous dialogue in reviewing, reinterpreting, and rearranging the values he adheres to, and reconciles the values he adheres to with the new values offered by the author. in literary works, and develop new values resulting from the dialogue (internalization of reading values). Such a situation will not only make the literary reader a value practitioner but also a party who is always critical of the values he holds and the new values he receives (López-García et al., 2019).

Students are the young generation, the next generation, who will own the nation's future. What will be the face of the Indonesian nation in the future very much depends on how we shape the character of students from now on. Therefore, building student character from an early age is a very important joint work (especially for reviewers and parents). Every reading of literature, actually, however, gets two things: first , pleasure, second , knowledge. That is why the teaching of literature is still necessary and that is why we continue to read literature. By reading literature and cultivating it in a variety of teaching contexts, you will become more perceptive and wiser in assessing not only the work you read, but also life through the work itself. These two things are the basis that drives whether to classify, compare, interpret, find meaning, respond, and formulate.

Teaching in Higher Education, including teaching literature, is a very vital foundation. If we fail to form positive and superior character in students, it is possible that the future of this

nation will get worse, lose hope, or at least will lose personality and be easily colonized and "enslaved" by other nations that are more powerful. Teaching literature to shape student character is an appreciation of the application of character literature in real life. Teaching literature is believed to be able to help the process of forming student character, because literary works contain positive values, starting from cultural, social, moral, human, to religious values. Because of its potential value, romantics believe that literary works contain messages of truth that are on par with scriptures. At least, the philosopher Aristotle equated literature, especially poetry, with philosophy (the concept of the wisdom of life). In fact, he considered literature more philosophical than history. This is because history only records the most important incidents or events that are visible and centered on power. Meanwhile, literature can reveal things that are hidden behind events, including hidden in the human mind (historical actors), as well as "predict" what will happen in the future.

Touching conscience is an attempt to touch the humanity and responsibility of the reader's life. Every human being, in essence, has a sense of humanity and responsibility in life. However, in the course of his life, this sense of humanity and responsibility for life is often distorted by various things so that he experiences continuous depletion. Under these conditions, literary works are needed to open and refinish them. Touching conscience can be done by doing apperception. Through these apperception activities, the supervisor/reviewer provides an overview of life that has similar characteristics to the life described in the literary work that will be read, recited, or told. This apperception is intended for students to realize that there is inequality, dislocation, and disharmony in the life around them. The emergence of awareness of the existence of inequality, disparity, and disharmony shows that the veil covering humanity and a sense of responsibility for a child's life begins to open so that the values of life offered in the life described can begin to illuminate the conscience of students as objects of study. To achieve optimal results, this apperception activity requires certain skills in concocting a life that is in harmony with life in literary works.

The more harmonious and lively the picture of life that is presented, the stronger its touch on the conscience of students. Even students become self-figures in real life.

Awakening the conscience, after the conscience touching activity has been successfully carried out, the next task of the examiner is to awaken the conscience of the student. This awakening of conscience can be done through reading literary works or listening to reading literary works. Through reading or listening to readings of literary works, or the application of real characters, students are invited to understand and think critically about the life described by the author or himself as a real director with his own characters, think critically about every event that occurs, and every characterization displayed by the character which is then applied to him as a character in real life. Efforts to awaken conscience are carried out through activities to understand literary works critically. Through this critical understanding the reader not only understands what is read but also lives and thinks about it seriously. Readers are not only aware of the existence of humanitarian problems in the lives around them but also actively observe, appreciate, and think about these problems. Thus the reader is moved to a sense of humanity and a sense of responsibility in his life (Pedersen, 2018).

Literary work can function as a cathartic medium. Aristotle, a philosopher and literary expert, stated that one of the functions of literature is as a cathartic medium or soul cleanser for writers and readers. For readers, after reading literary works, feelings and thoughts feel open, because they have received entertainment and knowledge (spectacle and guidance). Likewise for writers, after producing literary works, their souls experience cleansing, spaciousness, opening up, because they have succeeded in expressing all that weighs on their feelings and thoughts. Literature as a cathartic medium in teaching literature can be used receptively (accepting) and expressive (ability to express) in character education (Kahu & Nelson, 2018).

The receptive use of literary works as a character building medium is carried out in two steps, namely (1) selection of teaching materials, and (2) management of the teaching

process. The literary works chosen as teaching materials are quality literary works, namely literary works that are aesthetically and ethically good. That is, literary works are good in the construction of their literary structure and contain values that can guide students be a good human. The next step is the management of the teaching process.

As for on the other hand, students can be invited to reproduce literary works that have been read. In this case, the reviewer can choose literary works that contain the positive character values of poetry, short stories, plays, or novels), then students told to read. After reading, student ordered to change (reproduce) into another form of literary work. Through literary works that present various themes, students can be invited to recognize and understand the qualities of their own character or character levels. After students recognize and understand the quality of their character level, the reviewer must guide or direct the quality of the character level to a better one. Namely inviting students to dialogue with figures in literary works that have quality. Thus, forming the character of students through teaching literature is internalized within students and actualized in daily behavior. In managing the teaching process, the reviewer provides guidance and directs students in the process of analyzing literary works. Reviewers must direct students to be able to find positive values from the literary works they read. Emotions, feelings, dissatisfaction with an existing system, anger, want demonstrating, and the like against something that can be actualized in literary works, whether poetry, drama, or prose. Of course, appropriate and appropriate media are chosen to actualize the "soul turmoil" (can be poetry, drama, short stories, or novels).

Methods

Research uses a humanistic approach, first that reading literature gives top priority to efforts to give beautiful colors to life. Second, teaching strategies in tertiary institutions essentially introduce lecturers to various books with a wide range of genres, to explore strategies and materials for teaching literature. Third, the humanistic approach is rooted in the behavior that supervisors are not the only

authorities who determine the flow of class activities, but "colleagues" who guide students (Yusuf, 2021).

In this study the researcher acts as a key instrument. Therefore, the data in this study are in the form of human behavior (changes in character/character) which can only be understood through interaction between the researcher and the subject and the factors that play a role in the subject's communication activities. While the additional instruments used are observation guidelines and observation aids, namely the Work Study Program (PKB) and the Research Guide Package (PPP), then using the 3P method (touching, awakening, and developing conscience) to change character in real life. Data collection techniques use assignments/case studies in the form of PPP and PKB. To achieve the objectives of this study, various supporting data for this study were analyzed based on discursive analysis techniques, namely data selection, data coding, data classification, data presentation, and drawing conclusions.

Results and Discussion

Character Exposure Before the 3P Method Literature Learning Process

Literature teaching shapes students' character to be appreciative of literature in real life. Teaching literature is believed to be able to help the process of forming student character, because literary works contain positive values, starting from cultural, social, moral, human, to religious values. Education of character is intended so that students, students, in all their attitudes and behavior reflect the values of noble and civilized character.

From a total of 87 English Language Education Students at HKBP Nommensen Pematangsiantar University, a sample of 15 students was observed taking into account the limited time available. In the pre-process of teaching literature with the 3P method, it was detected that students of various characters came from various educational origins, regions with different competencies, various characters were detected, both personal and social behavior. It was described before the pre-process of teaching literature with the 3P method, the attitudes and behavior of the object of study were noted

to be sleepy, unable to self-regulate, did not have the courage to ask questions, limited oneself in making friends, excessive suspicion, did not like to organize, did not care about people's problems, was afraid to try new things, difficult to adapt and socialize, insecure or not confident, worried about circumstances that have not yet happened, quiet, want to be alone (instant, Javanese), irresponsible, selfish / unable to control emotions, indifferent to the presence of friends, picky friends in association, careless, self-righteous, lack of confidence, negative thinking, more often alone than joking with friends, don't dare to share with friends, individualist, less active in speaking, perfectionist personality, less flexible, likes to avoid conflict, sees a problem or criticism as a failure, looks as he pleases.

The presence of values in literature can have the following two possibilities: (1) strengthening existing values, and (2) questioning existing values. According to Yunus and Teeuw, literature is always between two poles, namely strengthening existing values or breaking existing values. Value is something abstract as a picture of what is desired, appropriate, valuable, and that influences social behavior. Broadly speaking, this value is divided into three, namely those related to right and wrong are equal to logic, related to good and bad are equal to ethics, and related to beautiful and not beautiful are equal to aesthetics. In short, it can be said that character education is intended so that students, students, in all their attitudes and behavior reflect the values of noble and civilized character.

Character Exposure after Learning Literature 3P Method

A person's character or temperament, apart from being born (genetic), is also formed by education, as well as the influence of values in society and the environment that grows it (Ingtias et al., 2022).

Because each person has a different genetic inheritance, and grows up in a relatively different educational and social environment, certain characters that are inherent in unique personal figures grow, starting from weak and bad characters (consumptive, lazy, giving up easily), rude, slashing, liar, treacherous, and

corrupt) to good and superior character (creative, diligent, hardworking, tenacious, polite, honest, trustworthy, fair, and responsible). Character is the basic structure of a human or someone who is different from the others; organization of an individual's character; or socially relevant organization owned by an individual. This mental revolution is related to culture. The process of ethos transformation, which is a fundamental change in the mentality of students in ways of thinking, ways of feeling, ways of believing, all of which will manifest in children's behavior and daily actions. In short, it can be said that character education is intended so that students, students, in all their attitudes and behavior reflect the values of noble and civilized character (Fuadi & Aswita, 2021).

Mental health, noble character or noble character are very important for the development of civilization and culture of a nation, in addition to the intelligence of thinking and intellectual abilities of students. Character education is intended so that students in all their attitudes and behavior reflect noble and civilized moral values. Imron explains that to get a knowledge it is necessary to develop knowledge through experiments or through practice. Reading can improve one's personal qualities to form caliphs who are responsible for the benefit of the people.

Exposure after pre-process exposure based on questionnaires and field records carried out to 87 English Language Education Students at HKBP University Nommensen Pematangsiantar, a sample of 15 students. The implementation of teaching literature in literary studies as a vehicle for character value education is carried out using the 3P method, namely touching the conscience (an effort to touch the humanity and responsibilities of the reader's life), (2) awakening conscience, and (3) developing conscience.

The results of the research study after the literature teaching program using the 3P method based on the questionnaire obtained the results of the study that this 3P method had succeeded in changing the attitudes and behavior of the character of PBI students to be in a better direction. This can be seen from the data as follows.

Student on behalf of Nilna Muna class B (K1) who tends to be sleepy, can't manage herself, doesn't have the courage to ask questions, limits herself too much in making friends, and still has an excessive sense of suspicion. After teaching literature using the 3P method based on questionnaire data, there is a process of further change in the character of the object of study, such that they are no longer prejudiced against something they encounter. K1 begins to think not to be easily suspicious of people, begins to be able to regulate feelings and thoughts. Another thing is having the courage to ask and express an opinion and thought, which before was less daring to do. The courage to be friends with anyone without choosing has been done because self-confidence has grown, besides the habit of drowsiness which has begun to decrease even though inside he still feels confused as to why he suffers from high sleepiness when studying in class. At least with the 3P method the character of the object of study 1 has experienced a better process of progress towards the development of his personality.

Likewise in the study objects K2 to K15, studied (K2) the desire to organize began to be ingrained, wanting to always try new things, caring for others opened a way of thinking so that K2 wanted to always be involved in organizations, and insecurities that had been interfering with movement the steps are gradually eroded, (K3) teaching literature with the 3P method gives K3 to start feeling comfortable with the existence of a campus where learning is, more able to quickly learn to socialize and adapt which is applied to changes in appearance and dialogue between friends in classes and outside classes, (K4) children those who are insecure are not confident, are less able to socialize, changes in mental abilities increase because of the self-confidence that begins to be instilled in them. Learning about a sense of responsibility and a sense of concern for others is getting stronger as seen in their more proactive attitude in motivating colleagues who are embarrassed and feel unable to improve and show their potential, (K5) the changes that have occurred have opened the mind that friendship, kinship have a good image, can be seen from the expression that if a friend who is sick K5

also feels pain and wants to fight with PBI friends, (K6), after the process of teaching literature with the 3P method how to be responsible, what is the meaning of being together, sharing, not being picky in your friends. (K7) aware of changes such as being loyal to friends, leadership, knowing ethics and leadership, being responsible, caring about the existence of friends. Furthermore, the feeling to rise up and dare to be at the forefront among friends arose within him. A sense of kinship feels nurtured and does not close itself off from other people in association to achieve success. (K8) after the 3P process, the changes currently being experienced have been considered and carefully considered. (K9) Literature is advice and philosophy of life which has a role in shaping the thoughts, characteristics and attitudes of members of society. After the 3P process understands the importance of the meaning of friendship, friendship and care that occurs in life. Another form of the meaning of ethics and the weight of maintaining responsibility and understanding the existence of friends is embedded in attitudes and behavior (Supriati et al., 2022).

Thus, from the excerpts of the presentation data after going through the 3P method literature teaching program, it appears that there are quite basic changes in the changes in student character. Each person has a different genetic inheritance, and grows up in a relatively different educational and social environment, so that certain characters that are attached to unique personal figures also grow. Literature is advice and philosophy of life which has a role in shaping the thoughts, characteristics and attitudes of members of society. In the 3P process, literature is advice and a philosophy of life that has a role in forming the thoughts, characteristics and attitudes of members of society (Amriani et al., 2018). Character is the basic structure of a human or someone who is different from the others, the organization of an individual's character or a socially relevant organization owned by an individual (Hasanah et al., 2019).

In the beginning, literature will form personal character traits personally and in the end will shape the character of society socially, literature has the opportunity to make literary readers avoid extreme attitudes in holding on

to certain values and avoid clashes of values in society which can have bad consequences for people's lives. that itself can be proven. Teaching literature with the 3P method which leads to self-knowledge and motivation for character change, ethos transformation which means fundamental changes in the mentality of students in ways of thinking, ways of feeling, ways of believing, all of which will incarnate in children's behavior and their daily actions have been able to be applied in student life HKBP Nommensen Pematangsiantar University English Education. Imron explains that to get a knowledge it is necessary to develop knowledge through experiments or through practice. Reading can improve one's personal qualities to form caliphs who are responsible for the benefit of the people. This mental revolution is related to culture. The process of ethos transformation, which is a fundamental change in the mentality of students in ways of thinking, ways of feeling, ways of believing, all of which will manifest in children's behavior and daily actions.

The presence of values in literature: (1) reinforces existing values, and (2) questions existing values. According to Yunus and Teeuw, literature is always between two poles, namely strengthening existing values or breaking existing values. Value is something abstract as a picture of what is desired, appropriate, valuable, and that influences social behavior. Values related to right and wrong are the same as logic, related to good and bad are the same as ethics, and related to beautiful and not beautiful are the same as aesthetics. In short, it can be said that character education is intended so that students, students, in all their attitudes and behavior reflect the values of noble and civilized character (Isnaini et al., 2022).

Conclusion

A person's character or temperament, apart from being born (genetic), can also be formed through education, both in the family and in tertiary institutions. Each person has a different genetic inheritance, and grows up in a relatively different educational and social environment, so certain characters grow that are attached to unique personal figures, weak and bad characters (consumptive, lazy, give up

easily, rude, hacking, lying, treacherous and corrupt) to good and superior character (creative, diligent, hardworking, tenacious, polite, honest, trustworthy, fair and responsible). Character is the basic structure of a human or someone who is different from the others; organization of an individual's character; or socially relevant organization owned by an individual. Literature is advice and philosophy of life which has a role in shaping the thoughts, characteristics and attitudes of members of society. Initially, literature will form personal character traits and in the end will shape the character of society socially (Syafaruddin et al., 2021). That is why, the value contained in it can be used to improve the quality of one's life personally and the character of society socially. This improvement is carried out through improving the mental quality of community members individually, then these individuals with psychological quality will form a community with psychological quality. Teaching literature with the pivotal 3P method on motivation has been proven to be an excellent vehicle for value education that is applied in the life of English Language Education Students at HKBP Nommensen Pematangsiantar University. This is evidenced by pre-processed data and data from the results of the study after the 3P implementation process has changed the way of thinking and acting in real life. Literature that is not patronizing, is able to penetrate the boundaries of space and time, and presents values in a scientific context with the 3P method (touching conscience, awakening conscience, and developing conscience) has been proven to be able to change the character in the way of thinking of University English Education Students HKBP Nommensen Pematangsiantar semester 3 class of 2022/2023

Suggestion

Teaching literature involves strengthening awareness about ethical attitudes. So it is suggested in this connection to suggest several principles that students (students) should be given the freedom to display their responses and reactions., then students (students as a study) are given the opportunity to personalize and crystallize their personal feelings towards the literary creations they read and learn and

apply in everyday life -day. The teaching of literature must be understood that the center of study and its axis lies within the literature itself, so it must be observed that the study of literary works was not born from the perspective of experts or other people, so it is suggested that students should not be seen only as passive recipients of information, but they should be seen as the inventor and creator of his own knowledge. This teaching is planned to involve students in the process of displaying meaning as a change in character in the daily life they face, so it is suggested that students are not only given accumulated information about everything about literature, but are invited to obtain it independently in real life. Mental involvement that leads to changes in the way of thinking is what every student is required to do.

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