

An analysis of character education values in *A Bear Called Paddington* by Michael Bond

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ARTICLE INFO

Article history

Received 1 May 2024

Revised 10 August 2024

Accepted 13 August 2024

Keywords

Character

Literature

Education

ABSTRACT

In "*A Bear Called Paddington*," Michael Bond vividly illustrates character education values through Paddington's adventures. The story emphasizes qualities such as kindness, curiosity, and resilience. Through his interactions with the Brown family and the broader community, the narrative delves into how these values foster understanding and community cohesion, making it a poignant reflection on the importance of character education. This research used qualitative descriptive analysis of "*A Bear Called Paddington*" by Michael Bond to explore the character education values depicted through Paddington's experiences. By examining textual evidence and character interactions, the study identifies the relevance of the character education values found in the novel to the Al Kautsar Boarding School textbook grade VII. The results of the analysis on the relevance of the snippets of the novel *A Bear Called Paddington* with the basic competencies in the VII grade textbook at Al Kautsar Boarding School Junior High School are, in the novel found 4 relevant snippets or around 66.66%, 1 partially relevant snippet or around 16.66% and 1 irrelevant snippet or around 16.66%. Based on this percentage, it can be concluded that the novel *A Bear Called Paddington* has 66.66% of character learning relevant to the textbook's basic competencies. Therefore, the novel can be a learning media for students' character education.

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How to Cite: Harjanto, I. U. A., & Munfangati, R. (2024). An analysis of character education values in *A Bear Called Paddington* by Michael Bond. *International Undergraduate Conference on English Education*, 3(1), 416-424.

1. Introduction

The existence of knowledge is sustainable with the character. With the connectivity between knowledge and character, students are not only smart in mastering knowledge but also have good character for life. Therefore, character values in education are influential in building student character. According to Aynur (2011) character education help student to have the capacity to develop crucial human qualities such as equity, diligence, respect, and bravery, and to comprehend why it is important to live by them. Value education encourages respects and tolerance among students. The value of education in basic ELT will help in developing children confidence in communicating in foreign language. It also enhances social skills, intercultural competence, critical and creative thinking (Carol, 2014). Therefore, character education values are needed to build the student's character because in this era of modern technology, students have different characters that should be guided by the teacher; it can be seen that in this era, the student character is stronger and more dominant. According to Sukirman (2021), that planning strategies in building student character is important, it can be started with good planning in building the character by teachers and starting from activities inside and outside

the classroom, sufficient facilities and infrastructure to support the implementation of school strategies in building student character.

Based on previous explanations, which state that the school environment is one of the main factors that builds a student's character. Therefore, schools become the fundamental of an effective in building personality and character, so in the education learning can be implanted the character education value. According to Ulya and Anisah (2021) one of the strategies in character building is through the school literacy program. The literacy program aims to increase children's interest in reading and writing, and to build children's personalities with integrity in terms of the knowledge they have. Reading storybooks that are full of advice can create awareness to be kind.

Literary work is the result of human thoughts in written form, such as novels, dramas, poems. Literary work is usually also used by writers to reveal their hearts and what they have experienced in their life. In addition, there are many writers who tell their life stories in their works as written in their poems or novels. Besides that, literature is a symbol of the author's creative freedom and social relation in which ethics, norms, rules, ideological interest, and religious teachings are embedded. In addition, morals in literary works usually reflect the author's perspective on life, his view truth values, and those are what the author wants convey to the readers (Sukirman, 2021).

From literary work can grow the ability reading comprehension skills for readers. The existence of literary works created by writers as a form of the world that writers create to share and with the works that writer create can build the ideas that arise from readers by reading these literary works. In addition, reading novels can develop critical thinking which implies that readers are constructively involved in the reading process. The reader continuously argues between what he knows with what he is trying to understand and this can enhance mindset of student. The role of the background knowledge and the student's ability to utilize literary works it is essential of critical thinking or learning.

According to Bohlin (2005), studying literature provides students with the possibility to engage in concentrated moral discussion and reflection and examine the moral values that define the moral compass of fictional characters. Adolescents want a positive context in which to discuss the life of others-how they resolve conflicting impulses and discover-or not discover-how to make their behavior reflect their values. Literature offers students a unique perspective one moral development.

Therefore, schools as educational facilities have a great responsibility to help students develop their reading skills. With good reading skills students can acquire all the knowledge, skills and values necessary for their success at school and in daily life. Through reading activities students can gain more information and become intelligent, critical and have high analytical power to reflect, think and develop thinking creativity (Hidayah & Hermansyah, 2016). In addition, the textbook used by seventh grade Al Kautsar Islamic Boarding School students explains that strengthening the Pancasila learner profile in English teaching also focuses on strengthening learner characters such as faith and noble morality, independence, logic, creativity, teamwork, and global diversity both directly and indirectly in interacting with the social and natural environment through contextual learning (Damayanti et al., 2022).

According to the previous explanation, teachers as facilitators can help improve abilities related to the value of character education as mentioned earlier, such as critical, intelligent, creative, and noble. To provide these abilities, teachers can provide them through various ways such as reading literacy, textbooks, direct examples given by teachers. By learning the value of character education to students, students can develop their mindset from time to time with the guidance of teachers and parents.

Therefore, character building is crucial to make the future of the nation have good character. In the process of the character development, there are several things that must be considered, including (Utami et al., 2020)

1.1. Behavioral Etiquette Habit

Etiquette or manners, are outward morality. The viewpoint of a culture determine how good manners should be. As a result, attitudes toward manners and etiquette may differ depending on the location. When interacting with others, manners are expected. The primary focus should be on those who are older, teachers, or superiors; younger individuals, children, pupils, subordinates, and so forth; and others who are the same age or social standing. Furthermore, polite communication is applicable

whether interacting with friends or rivals, more diplomatic strength is needed for communication with adversaries than for impolite actions. Violence will incite the enemies, while politeness can soften the hearts of the opposition.

1.2. Cleanliness, Neatness, and Organizedness

As sensitivity to cleanliness is developed through a process of habituation starting in childhood, knowledge of the connection between cleanliness and the environment is produced through the educational process. Consistency in the rules: parents should make sure their kids wash their hands before eating, wash their feet before bed, take frequent baths and brush their teeth, clean the yard and floor, throw away rubbish, put their shoes back where they belong, and organize their clothes and books in their room. In adolescence, cleanliness must be supported by empathy, such as seeing dirty objects and water, dirty hands and so on with a microscope so that they can witness the germs of disease on something that is dirty. As for clean behavior in society, it is realized by systematic arrangements, for example a complete public hygiene maintenance system with available facilities, a sanitation system, a waste disposal system in public places, then supported by regulations that ensure the continuity of clean and orderly life.

1.3. Honesty

Being honest is admirable. It is referred to as *siddiq* and *amanah* in Arabic. An honest individual does not enjoy lying; honesty with a positive connotation is distinct from honesty in the sense of innocence and innocence. *Siddiq* means true, *amanah* means trustworthy. Being trustworthy has a deep connotation that includes being honest in a responsible manner. Honesty does not mean saying everything that is known as it is, but saying what is known as long as it contains goodness and not mentioning it if it is expected to bring bad consequences for himself and others.

1.4. Disciplined

The reason for disciplined behavior is that it comes after a commitment. Honesty and discipline may or may not go hand in hand. Sincerity can psychologically emerge in a child even when they are still in the womb due to genetic inheritance from their parents. Children's character and personality development throughout this developmental stage will be greatly influenced by the harmony between the parents in the home.

The researcher in this research will use a book *A Bear Called Paddington* is talk about a bear from darkest Peru, whose Aunt Lucy told him to emigrate to England with carrying a jar of marmalade. At Paddington station, the bear accidently met the Brown Family. The Brown Family met him and ask about him and wanted the bear to be part of his family. Since The Brown family ask him to be part of their family the bear was given the name by the Brown family, Paddington, because they found Paddington at Paddington station. From the ordinary travelled to emigrate become extraordinary when Paddington involved the Brown family to his adventure.

From the previous explanation, the researcher wants to know whether literary works can teach character education values for students. In short, the purpose of this study is to identify from the analysis of character education values from the novel *A Bear Called Paddington*, which is relevant to the character education values in the seventh-grade Al Kautsar Boarding School textbook and novel of *A Bear Called Paddington*. In addition, the purpose of this study is to identify the relevance between character learning contained in the 7th grade English textbook and the character values contained in the Paddington novel.

Based on the description above, the researcher is interested in conducting this research on the relevance between character learning contained in the 7th grade English textbook and the character values contained in the Paddington novel, by analyzing the Paddington novel and the textbook.

2. Method

In this study, research methods are needed to help design research starting from procedures, steps, time, and place in the study. A descriptive qualitative method is used in this study. According to Rusandi and Rusli (2014). Qualitative research methods are more concerned with the aspect of in-depth understanding of a problem or problem rather than seeing problems to be generalized. This can be seen from several types of research used in qualitative research. In addition, Descriptive qualitative research is one of the types of research which are considered qualitative research. Descriptive research

is a research strategy in which researchers will explore specific events, facts about individuals' experiences and ask a person or a group of individuals to tell about the circumstances of the case (Rusandi & Rusli, 2014). A human instrument serves as the tool in qualitative research. A thorough conceptual background and understanding are necessary for the researcher to become an instrument in order to formulate more meaningful and specific study questions, as well as examine, reproduce, and construct the social context being studied.

To collect the data required for this study, an observation was used along with a table to analyze the character education values by analysis the contain of 7th grade textbook and novel *A Bear Called Paddington*. Prepared observation lists were used to analyze the character education value on the book, and describe the observation result from the observation list to compare the relevance of the books. In the observation list instrument, the researcher will use an observation checklist from the previous research by Yuliana et al. (2023) about the content analysis research.

3. Findings and Discussion

This section will explain the results observation checklist of the analyze between the relevance of the novel *A Bear Called Paddington* and the 7th grade textbook. The results explained in the previous section show the result of the comparison of the novel *A Bear Called Paddington* and the 7th grade textbook.

The research is a continuation of the results of previous research by Wijayanti (2023) who examined the value of character education formulated by the Ministry of National Education. However, this research analyzes character education formulated by the basic competences of the grade 7 textbook. The character education value found in *A Bear Called Paddington* that is compatible with the basic competences on seventh-grade textbook counts six characters values, as follow:

a. Religious

This character is the first and main character that must be instilled in children as early as possible which is the basis of religious teachings in the lives of individuals, society and the nation (Nurbaiti et al., 2020). This character shown in the snippet in the novel when one character said "god" in certain condition.

b. Tolerance

Tolerance is the attitude or action of respecting differences in religion, opinions, attitudes, and actions of others that are different from one's beliefs and the attitude of allowing others to have opinions that are different from our own, or doing things that are not in accordance with our opinions, without interference (Rahmawati & Harmanto, 2020). This character shows on the snippet when the other character accepted Paddington as a bear around them. In addition, student should have this character to knowing each other.

c. Honesty

Honesty is behavior that is reflected in an effort to make himself a person who can always be trusted in his words, actions and work (Pertiwi, 2021). The story on the novel shows this character as an honest person who say the truth.

d. Independent

Independent is an attitude that allows a person to act freely to do something on their own (Oktari & Kosasih, 2019). In the novel Paddington, it is shown how the main character has an independent personality and is indicated by a snippet of the story where Paddington as the main character realizes his dream of traveling to the destination.

e. Confident

Confident is related to a mentality that makes a person believe in himself that he is able to do or do something (Priyatni, 2013). The character is shown in the snippet of the story when Paddington is confident in his abilities.

f. Teamwork

Teamwork or can be called *gotong royong* in Indonesia which is taught in the value of *Pancasila*, the character reflects the action of appreciating the spirit of cooperation in solving common problems and providing assistance or help to people in need (Maisaro et al., 2022).

To examine the similarity between the character values thought in the textbook and the character values in the novel, the researcher made an observation checklist of character value in basic competence and character value found in novel “*A Bear Called Paddington*”. The observation checklist is a table consisted of two columns. The first column is the basic competence and the second is the snippets of “*A Bear Called Paddington*”.

Table 1. Table of Character Education Value Relevance of Basic Competence and A Bear Called Paddington Novel

Basic Competence (Character Education Value)		<i>A Bear Called Paddington</i>				
Basic Competence	Character Value in A Book	Sentence	Page	Relevance with basic competence and the character Value		
				Relevant	Partly Relevant	Irrelevant
K. 1 & K. 2: Appreciate and respect the teachings of the religion they adhere to and appreciate and respect honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, country, and region.	1. Religious	“Goodness gracious, you’ve arrived already,” Analysis: Mrs. Bird said to Judy that thank goodness she was home. The words 'goodness' and 'gracious' allude to God's goodness (or grace). This story snippet shows the value of “religious”, as Mrs. Bird thanks Judy for returning.	(Page 26, Chapter 2)	V		
	2. Tolerance	“No, I don’t mind at all. I’ve always had a soft spot for bears myself. It’ll be nice to have one about the house” Analysis: From the story snippet about Mr. Bird told it was nice to have a bear in the house show the tolerance for Paddington as a Bear.	(Page 34, Chapter 2)		V	
	3. Honesty	“I was brought up in Darkest Peru,” he began. “By my Aunt Lucy. She’s the one that lives in a home for retired bears in Lima.” Analysis: The story snippet is show that Paddington consistent about their life from	(Page 44, Chapter 2)	V		

		Darkest Peru with his aunt. How Paddington telling the truth shows the value of “honest”.				
K. 3 Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on his curiosity about science, technology, arts, culture with insights into humanity, nationality, and statehood related to visible phenomena and events.	4. Independent	“I don’t know whether I shall be all right,” he said. “But I’ll do my best.” Analysis: The story snippet show the independent character of Paddington, because he will tries to do his best.	(Page 75, Chapter 4)	V		
K. 4 Demonstrate creative, productive, critical, independent, collaborative, and communicative reasoning, processing, and presentation skills, in the concrete and abstract domains in accordance with what is learned at school and other similar sources in theoretical point of view.	5. Confident	“it’s not very easy doing card tricks when you’ve only got paws, but I don’t mind trying” Analysis: When Mr. Gruber and Mrs. Brown asked Paddington to do a card trick, but Paddington wanted to show and he tries to do it. The snippets show the value of “Confident”	(Page 165, Chapter 8)	V		
	6. Teamwork	“You’d better ask her then,” said Mrs. Brown when the noise had died down. “It was your idea.” Analysis: The snippets in this story highlight the independence and individuality of each role.	(Page 33, Chapter 2)			V

After brake down the character values on the basic competence of the seventh-grade textbook Al Kautsar Boarding School and find out the relevance with the snippets of novel *A Bear Called Paddington* used the checklist instrument above, the researcher find out. Here, the conformity of the textbook basic competence with the snippets of novel “*A Bear Called Paddington*”.

Table 2. The conformity of the textbook basic competence and the snippets of the novel

The Relevance	The Snippet of the Story
Relevant	The Snippet: (Page 26, Chapter 2); (Page 44, Chapter 2); (Page 75, Chapter 4); (Page 165, Chapter 8)
Partly Relevant	The Snippet: (Page 34, Chapter 2)
Irrelevant	The Snippet: (Page 33, Chapter 2)

According to the table above. It can be concluded that there are some snippets which are relevant, partly relevant, and irrelevant with the basic competence.

There are 4 snippets are relevant with the basic competence, they are the Snippet: (Page 26, Chapter 2); (Page 44, Chapter 2); (Page 75, Chapter 4); (Page 165, Chapter 8). The snippets of (Page 26, Chapter 2) is show the character value "Religious" it because Mrs. Bird said to Judy that thank goodness she was home. The words 'goodness' and 'gracious' allude to God's goodness (or grace). This story snippet shows the value of "religious", as Mrs. Bird thanks Judy for returning. The snippets of (Page 44, Chapter 2) is show character value of "Honesty it because Paddington consistent about their life from Darkest Peru with his aunt. The snippets of (Page 75, Chapter 4) is show character value of independent it because the snippet of "I don't know whether I shall be all right," he said. "But I'll do my best." it means Paddington will tries to do his best. The snippets of (Page 165, Chapter 8) is show character of "confident" it because when Mr. Gruber and Mrs. Brown asked Paddington to do a card trick, but Paddington wanted to show and he tries to do it.

There just one snippet is partly relevant and irrelevant, the partly irrelevant in the snippet of (Page 34, Chapter 2) it because Mr. Bird told it was nice to have a bear in the house show the tolerance for Paddington as a Bear, but, in other way some character not seen the tolerance to Paddington as a bear. Apart from that, there are the irrelevant snippets it show on (Page 33, Chapter 2) it because the snippets of "You'd better ask her then," said Mrs. Brown when the noise had died down. "It was your idea." is highlight the independent character rather the teamwork.

After analyzed the data, it can be seen by calculating the percentage between relevant, partly relevant, and irrelevant between the basic competence and the snippets of the story. There is the result of the percentage:

1. Relevant Snippets

There are 4 snippet are relevant with the basic competence. There is the percentage:

$$\frac{40}{60} \times 100 = 66.66\%$$

The percentage of the relevant snippets is 66.66%

2. Partly Relevant Snippets

There are 1 snippet are partly relevant with the basic competence. There is the percentage:

$$\frac{10}{60} \times 100 = 16.66\%$$

The percentage of the relevant snippets is 16.66%

3. Irrelevant Snippets

There are 1 snippet are irrelevant with the basic competence. There is the percentage:

$$\frac{10}{60} \times 100 = 16.66\%$$

The percentage of the relevant snippets is 16.66%

According to those percentage, it can concluded that the novel of *A Bear Called Paddington* have around 66.66% snippet are relevant with the basic competence.

4. Conclusion

The results of the analysis in the previous chapter allow researchers to draw some conclusions in terms of the relevance of the excerpts of the novel *A Bear Called Paddington* with the basic competencies in class VII textbooks at Al Kautsar Boarding School. There are 4 excerpts in the novel that are relevant or about 66.66%, 1 partially relevant excerpt or about 16.66% and 1 irrelevant excerpt or about 16.66%. Based on these percentages, it can be concluded that the novel *A Bear Called Paddington* has about 66.66% of the excerpts that are relevant to the basic competencies. From the results of the researcher's analysis of the elevation of the excerpt of the novel *A Bear Called Paddington* with the basic competencies in the 7th grade textbook at Al Kautsar Boarding School, it can be concluded that the character lessons contained in the novel *A Bear Called Paddington* have similarities with the character lessons contained in the basic competencies of the 7th grade textbook.

From this explanation, literary works can be used as character education with literary works that are in accordance with the character education studied. In addition, learning strategies by teachers are very important in the learning process that uses literacy.

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