The Moral Values of Children's Storybooks Entitled Tom Sawyer, Little Woman and Robinson Crusoe to Develop Character Education to Elementary School Students

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ABSTRACT

Moral values are ones regarding teachings about good life behavior based on certain views of life or religion. Moral values are important to teach in order to build good character. This study aims to analyze the moral values conveyed in children's story books entitled *Tom Sawyer, Little Woman, and Robinson Crusoe,* to develop character education for elementary school students. This research uses a library research design. The procedure of this research such as reading, taking notes, data classification, and data analysis. As a result, there are three triangulations: triangulation of sources, triangulation of data collection methods, and triangulation of time. After that, the snippet of the story containing moral values was written by the researcher according to the title of the related book. The data found on tables based on story snippets and moral values with different tables for each book. The research finding showed that each story excerpt contains moral values. The moral values contained in the three storybooks include trust, honesty, hard work, prohibition of lying, dynamic, positive thinking, generosity, self-esteem, trustworthiness, patience, adaptability, religion, self-confidence, beneficial to others. Moral stories create opportunities for children to learn meaningful lessons as well as in achieving broader learning, where they can show compassion and empathy to one another and at the same time be part of a community, creating positive change.

1. Introduction

Children's literature has always been significant in a child's life. More or fewer children, even in our country, need to know about what has been going on in the world during their early years [1]. Reading is essential to a child's mental, psychological, and social development [2]. As a

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[1] Elin Reikerås and Anne Elisabeth Dahle, 'Relations between Reading Skill Level in Fifth Grade and Functional Language Skills at Toddler Age', *European Early Childhood Education Research Journal*, 30.6 (2022) <https://doi.org/10.1080/1350293X.2022.2046831>.

[2] Syahruni Junaid, 'Children'S Literature in Empowering Children Character Building', *Elite : English and Literature Journal*, 4.1 (2017), 109–25 <https://doi.org/10.24252/elite.v4i1a10>; Julia E. Michalek and others, 'The Effects of a Reading-Based Intervention on Emotion Processing in Children Who Have Suffered Early

concept, children's literature can be understood as writing for children. Stories, plays, poems, and folklore written for children are referred to as children's literature.

In children's literature, it also conveys various positive values that can be a learning for readers. Moral values are one of the positive values found in the literature. The teaching of moral values in literary stories can have a good impact on teaching. This will work if the teaching of moral values can be understood and applied by the reader[3].

The word "moral" comes from the Latin word "Moris", which means "habitual", "values", and "role of life". Bertens stated that the formation of judgments concerning justice, equality, and cooperation changed into one attitude at the development of morality[4].

According to Piaget's theoretical general approach, their development is influenced by their interactions with others, including peers and adults[5]. Children's moral literacy and moral character[6] have long been concept to be more suitable through ethical memories and moral lessons are frequently taught to children through storybooks [7]. Moral values are often found in children's storybooks[8]. It aims to teach ethics and develop morals in children[9]. The development of moral values in children is very necessary to create a virtuous generation. Children will grow up to be noble people if they have good ethics and morals.

Reading is not only a fun activity and a good source of information, but it also helps people strengthen and expand their language skills[10]. Reading is necessary for expanding one's horizons and comprehending another culture [11]. Reading is unquestionably an essential activity for increasing language proficiency. As a result, reading and writing build on one another and reinforce aural-oral learning. When compared to a program that is solely aural-oral, the teaching and speaking provide a greater variety of classroom activities for both the teacher and the students.

Reading habits not only help students gain knowledge and wisdom from heritage cultures, but they also help them pass the time during leisure activities[12]. During the active phase of a

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Adversity and War Related Trauma', *Frontiers in Psychology*, 12 (2021) <https://doi.org/10.3389/fpsyg.2021.613754>.

[3] (Nanda, 2021)

[4] (Ummah, 2020)

[5] (Hanfstingl, 2019)

[6] Yumna and others, 'Development for an Interactive E-Book of Children's Story Character-Based in Learning Akidah Akhlak In Madrasah Ibtidaiyah', in *AIP Conference Proceedings*, 2024, MMMCCXX <https://doi.org/10.1063/5.0234718>.

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[9] (Rottman, 2020)

[10] Fitriyanti Fitriyanti, Istiyati Mahmudah, and Nur Laila Agustina, 'Pendampingan Literasi Membaca Untuk Meningkatkan Motivasi Siswa Kelas Rendah Di MIS Darul Ulum Palangkaraya', *Jurnal Informasi Pengabdian Masyarakat*, 2.4 (2024) <https://doi.org/10.47861/jipm-nalanda.v2i4.1356>.

[11] Indah Nurmahanani, 'Effectiveness of Shared Dialogic Reading Activities In Improving Language Competences, Story Comprehension, and Causal Reasoning Abilities In Early Childhood', *Asia-Pacific Journal of Research in Early Childhood Education*, 19.3 (2025) <https://doi.org/10.17206/apjrece.2025.19.3.191>.

[12] Ebru Ergül and Nurhan Aktas, 'The Impact of Interactive Reading Activities at Primary School Level on Language Skills: A Systematic Review', *Kuramsal Eğitimbilim*, 17.3 (2024) <https://doi.org/10.30831/akukeg.1379716>.

man's life, as well as more importantly after he has retired from active life, he has leisure hours but they also help them pass the time during leisure activities. During the active phase of a man's life, as well as more importantly after he has retired from active life, he has leisure hours. Therefore, an English learner must be able to read English. A child's education is incomplete unless it provides everything he needs to be able to read[13].

Character education according to [14] is the instillation of character values in school residents which includes components of knowledge, attention, and motion to carry out values towards God, self, the environment, and nationality so that they can become human beings who have quality attitudes [15]. This is in line with the principle of strengthening character education which involves all components in the application of character education in schools, including the components of education itself, namely curriculum content, learning processes, assessments, and the quality of relationships.

2. Research Method

2. 1. Library Research Design

In this study, the researcher used literature research. Library research is a theoretical, referenced study and other scientific literature that relates to culture, values, and norms that develop in the social situation under study [16]. In approach, this study uses descriptive qualitative. Qualitative research is done without giving priority to numbers, but focuses on the deep understanding of the interaction between concepts that are analyzed. It means that qualitative research focuses on the understanding of the concept of the research [17]. The data analysis technique of this study used interactive data analysis models from Miles and Huberman. This model has three components, consisting of data reduction, display data, and conclusion drawing (verification).

This research used for content analysis is a method of research that uses written documents, verbal discourse, and visual representations of those documents in their context to generate replicable and valid inductions.

Reading and recording were used to gather information from various data sources. Reading techniques were repeatedly performed by thoroughly understanding and marking the parts of the story that were the focus of the study in order to find the moral value and character of the story. It was done by identifying, investigating, and describing moral values, and characteristics.

[13] Ramona Chiriac, 'The Importance of Teaching ESL Vocabulary in Primary School', *LiBRI. Linguistic and Literary Broad Research and Innovation*, 10.1 (2025) <https://doi.org/10.70594/libri/10.1/2>.

[14] Rarasati (2022)

[15] Ajat Ajat and others, 'Pengembangan Kemampuan Bahasa Ekspresif Anak Melalui Membaca Nyaring Buku Berbasis Nilai Agama Dan Moral Di TKIT Permata Bunda Merauke', *Syntax Idea*, 6.2 (2024) <https://doi.org/10.46799/syntax-idea.v6i2.2965>.

[16] Susi Hardila Latuconsina, Aria Bayu Setiaji, and Enggal Mursalin, 'Pemilihan Bahan Bacaan Sastra Anak Dalam Penanaman Nilai Pendidikan Karakter', *Wanastra : Jurnal Bahasa Dan Sastra*, 14.1 (2022) <https://doi.org/10.31294/wanastra.v14i1.11415>.

[17] Fitriyani, Rahma Ashari Hamzah, and Erika Rahmadani, 'Kajian Literatur Terhadap Sastra Anak Sebagai Pembelajaran Di Sekolah Dasar', *MANTRA: Jurnal Sastra Indonesia (Sastra, Bahasa, Budaya)*, 2.1 (2024) <https://doi.org/10.36761/mantra.v2i1.4213>.

2. 2. Procedures of Finding the Literature

The first procedure is reading. The researcher read the children story book entitled Tom Sawyer, Little Woman and Robinson Crusoe with several times to understand the story and get more specific information related to the research.

The second procedure is taking notes. Taking notes is obtained through the reading process. The researcher records the characters, scenes and character values contained in the scene which are entered into the table.

The third procedure is data classification. The data obtained from the first table is then analyzed. In this procedure, the researcher made the number of tables according to the moral value contained in the children story books. The table describes the evidence of stories that contain the moral value.

The fourth procedure is data analysis. The data that has been written in the third procedure is then analyzed using textual analysis to get the values of character education. This procedure was performed repeatedly in the data analysis procedure. This means that researchers can repeat the procedure until the data is met. After the data is met, then the researcher can conclude.

2. 3. Validation/Review of the Literature

The researcher must explain the procedures that will perform to ensure the validity and correctness of the findings. [18] asserts that the significance of the component research influences validity. Valid data, then, are information that do not deviate from information found in the research object and information recorded by researchers. To increase confidence, this study used triangulation. Testing, defined by [19] as triangulation in credibility, is the process of examining information from different sources in different ways and at different times. As a result, there are three triangulations: triangulation of sources, triangulation of data collection methods, and triangulation of time.

2. 4. Data Presentation Technique

After the researcher reads the novel repeatedly, the researcher writes a snippet of the story that contains moral values according to the title of the related book. Researcher write on tables based on story snippets and moral values with different tables for each book. Furthermore, in the analysis table, the researcher writes down the snippets of the stories that have been written in the previous table and then the researchers analyze the snippets of the stories.

3. Results and Discussion

3.1. Moral Values Found in Children Storybook with the tittle Tom Sawyer

Tom sawyer is a children's book that is retold from the story by mark twin. This children's storybook has 64 pages with 6-chapter sections. This book is a children's book because it is packed with illustrations, and language style for children aged 7-12 years old. It tells the story of tom sawyer and his mischievous friend, the adventurous huckleberry finn. Accompany them as they run away from home, explore caves, and search for buried treasure-all while trying to stay out of trouble. This book teaches many good moral values to learn. moral values in this children's storybook such as honesty, trust, positive thinking, professionalism and hard work.

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[18] Angelina et al. (2024)

[19] Bouncken et al. (2025)

Table 1. Moral Value of *Tom Sawyer*

No	Chapter	Moral Value	Meaning
1	Chapter I.	Trust Honestly Hard Work	• Keeping the trust of others • Saying based on the fact • Persistent in work
2	Chapter II.	Lying for good	• Concealing the crime for the safety of life
3	Chapter III.	Honestly Positive thinking	• Telling the Truth • Eliminating of the bad prejudice, letting prejudice either blossomed
4	Chapter IV.	Honestly	• Dare to tell the truth.
5	Chapter V.	Proactive Positive Thinking Professional	• looking before you leap. • taking the wisdom behind the problems that befall. • No matter what given situation, we need to do the best we can do and we must never quit.
6	Chapter VI.	Honestly	• Telling the truth

3.2. Moral Values Found in Children Story books entitled *Little Woman*

Little Woman is a children's story book derived from a retelling by Luisa May Alcott. This book is a children's book because it is told with illustrations, and language style for children aged 7-12 years old. The book tells the story of Jo and her sisters. They may have little money, but they are rich in love and laughter. Share their ups and downs as they discover that hard work and honesty are the best rewards. Besides that, she has new friends leading to new adventures. In this book, there are many moral values in each chapter of the story. Moral values conveyed in this story book are such as generous, good attitudes, care, trust, advice, patient, being yourself, able to give solution, persistent and grateful.

Table 2. Moral Value of Little Woman

No	Chapter	Moral Value	Meaning
1	Chapter I.	Generous Good Attitudes Care	• Life is not always about having, but also sharing. • Saying 'thank you' when something is given or helped. • Great humans are humans who care to others.
2	Chapter II.	Good Attitudes Advise	• saying 'thank you' when something is given or helped. • Reminding to others with gently.
3	Chapter III.	To be patien	• Refrains from emotions.

		To be yourself	• A person will be extraordinary when find the right environment that always support. it's better to be yourself than to follow other to look be perfect.
4	Chapter IV	Persistent	• Working hard to achieve the dreams.
5	Chapter V	Persistent	• Hard work and perseverance will never betray you. No matter what is given the situation, one needs do the best they can do and never quits easily.
		Able to give solution	• Children should give help to family when it is in problem.
		Trust	• Carrying out of the mandate makes us responsible people.
6	Chapter VI.	Grateful	• Being grateful is the best way to feel enough. responsible people.
		Patience	• Patience attracts happiness; it brings near that which is far.

3.3. Moral Value Found in Children Story books with the tittle *Robinson Crusoe*

Robinson Crusoe is a book of retellings by Daniel Defoe. This book is categorized as a children's book as it is packed with stories for ages 7-12. The book tells the story of Robinson Crusoe who never expected what would happen to the life of a sailor. Find out how he faced pirates, slavery, and shipwreck and survived for twenty-eight years on a desert island. This book contains good moral values to teach and develop character education in children. Moral values contained in this book such as obey, kind-hearted, arrogant, Gratitude, religious, optimism, adaptive, mysterious, positive thinking, Good Attitudes, Self-motivation, helpful, and disappointed.

Table 3. Moral Value of Robinson Crusoe

No	Chapter	Moral Value	Meaning
1	Chapter I.	Obey	• Obey the advice of your parents because some of the advice is caring.
2	Chapter II.	Kind-hearted	• Be kind for everyone you meet is fighting a harder battle.
		Arrogant	• Over-proud can bring bad things
3	Chapter III.	Gratitude	• Be thankful for everything that happens in your life, it's all an experience.
		Religious	• Always praying to God.
		Religious	• Always remembering God under any circumstances and never giving up to get better.

4	Chapter IV.	Optimism	• Believing in others, one has a better prove.
		Adaptive	• Able to survive in any situation.
5	Chapter V.	Mysterious	• The plot of life is a mystery. We never know how it will go.
		Positive Thinking	• As human beings one shouldn't have the right to judge someone.
		Good Attitudes	• One of the best attitudes is to say "thank you" after getting something or help.
		Self-motivation	• Kindness and teaching truth to someone
6	Chapter VI.	Helpful	• The best human being is the most beneficial to others and the one who helps people in distress.
		Disappointed	• Regretting comes at the end

This study analysed moral values conveyed in children's storybooks entitled *Tom Sawyer*, *Little Woman*, and *Robinson Crusoe* and their relevance to character education for elementary school students. The findings show that *Tom Sawyer* presents moral values such as honesty trust hard work and positive thinking through the main character's experiences and decisions. These values are delivered implicitly through narrative events and dialogues which helps young readers understand moral lessons naturally. The story demonstrates that moral education can be effectively conveyed through engaging narratives without explicit moral instruction.

The storybook Little Woman emphasizes moral values related to social interaction and emotional development including generosity patience gratitude responsibility and perseverance. These values are closely connected to family relationships and daily life situations making them easily understood by elementary school students. The moral messages encourage students to develop empathy self-discipline and responsibility in social contexts. This finding supports the role of children's literature in fostering character education through relatable and meaningful stories.

In Robinson Crusoe moral values such as obedience gratitude religiosity optimism adaptability and helpfulness are strongly highlighted through the main character's survival experiences. The narrative shows how challenges and hardships can shape positive character traits including resilience and faith. The moral values found in this storybook indicate that adventure stories can also be effective media for character education. The use of children's storybooks in learning activities can support the integration of moral values into elementary education while also enhancing students' reading skills.

4. Conclusion

Related to the objective of this research, the researcher's conclusions briefly describe the results of the analyze of the moral values contained in the children's story book entitled *Tom Sawyer, Little Woman and Robinson Crusoe*, which is related to developing character education for elementary school students.

The results showed that each story excerpt contains moral values. The moral values contained in the three storybooks include trust, honesty, hard work, prohibition of lying,

dynamic, positive thinking, generosity, self-esteem, trustworthiness, patience, adaptability, religion, self-confidence, beneficial to others.

5. Acknowledgment

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