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**Child Ideal Moral Personality in Children's Story  
on Bobo Magazine and Kompas Daily**

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**ABSTRACT**

This article describes the child ideal moral personality which is found in stories on *Bobo Magazine* and *Kompas Daily*. Its studies were conducted critically to discover and express moral personality which is idealized of the child's story. This happens because the nature of the child's story always represents the ideal moral personality through its characters. The ideal moral personality in the children's story is a representation of the moral problems of children according to social. Children's stories then represent the ideal moral as a manifestation of its role in overcoming the children moral problems. The ideal moral personality of the child in the children's story on *Bobo Magazine* and *Kompas Daily* positioned (1) the child who is part of the family is the compassionate and obedient children; (2) children as students in the context of moral school life are responsible and hard work children; (3) the child as a friend in a friendship life, the ideal moral personality is a friendly child; (4) the child as a member of society, the idealized moral personality is a brave child.

**Key Words:** Moral personality, child, children's story.

**1. Introduction**

Children's literature in Indonesia, in the form of books, mass media, and magazines, is growing rapidly (Sarumpaet: 2009, vii). Many published and revolved of children magazine, both local and national which is published weekly, biweekly and monthly, for example, *Bobo* magazine, *Girls*, *Mombi*, *Bravo*, *Mentari*, *Anak Soleh*, *Creative*, *Gems*, *Kids Fantasy*, and so on. Moreover, every week, local and national mass media such as *Kompas*, *Pikiran Rakyat*, *Suara Merdeka*, *Solo Pos*, *Lampung Post*, and *Kedaulatan Rakyat* also contain of children's rubric which is containing of children's stories, poems, experiences and paintings.

One of the children's favorite literatures is children's stories, both in the form of short stories and children's novels. Almost all children reading books are packed with stories, ranging from encyclopedia books, arithmetic, concept, pictorial, and other. Children's magazines, certainly, there is a child fictional rubric, whether in the form of fairy tales, fables, legends, and short stories. This is because the children's literature of fictional genre (children's story) and the world of children are two

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inseparable things. In its development, the child is the individual who is learning the world through language, fantasy, and imagination, and through the story the child got it (Bunanta, 2008: 2).

The activity of children to read children's stories, according to Huck (1987: 6), aims to gain a comforting world (entertainment) full of pleasure, imagination, new and memorable experience, giving understanding of human habits, introducing universality of experience, (Sarumpaet, 2002: 20), so that, with its growing potential, the child becomes to love it. Children also become individuals who are always waiting and feeling happy to read or be read children's stories.

The importance of the child's story to the child's development is due to the conception that the child's narrative is perceived to always contain an element of entertainment and understanding (Lukens 2003: 4), which is generally called sweet and usefull (Nurgiyantoro, 2010: 31), which requires that the story of a good child should contain a combination of entertainment and moral values. However, the reality of children reading in the field, especially in children's stories in children's magazines and mass media in their children's rubrics shows that the entertainment and moral aspects in the children's reading are not synergistic.

Many children's stories are only monotonous from the moral aspect and ignore the entertainment aspect, and vice versa, only highlight the entertainment aspect, but there is no (minimal) moral value. This fact has made one of the factors of the development of children's stories in Indonesia lagging behind (Purbani, 2003: 1- 5, Sugihastuti, 2000: 39) compared to the literature of children in other countries. It appears that children more often read stories of children translated from other countries than the story of a child of his own country (Purbani, 2003: 2).

This suggests that the child's story of existence is awakened by the cohesive elements of an interesting story in conveying the moral value that gives understanding to the child. The attractiveness of the story elements may be subjective because of its characteristic relating to aesthetics. However, in the moral aspect, the child's story should imply an implicitly moral aspect that expresses the ideal moral personality for the child. This is based on theoretical of facts. The child's moral personality must exist in the child's story because through this ideal child's moral personality, the children will portray themselves as characters in the children's story. Here, the child's ideal moral personality in children's stories should be studied and identified. This research report article later critically discusses the child's ideal moral personality contained in the children's story on *Kompas Daily* and *Bobo's* child magazines.

## 2. Theory

### 2.1. Moral and Children's Story

The moral term is used to measure and evaluate one's actions. Good deeds are called "moral deeds" and bad deeds are called "immoral deeds." Moral is a term that is always inherent in assessing each act, so that moral is often referred to as something ideal, an act that ideally should be done by humans.

Vos (2002: 3) explains, moral relates to system, rule, and rule of law, in the form of social values and norms used by society to regulate the daily activities of individuals as members of society because the norm and value is actually a social order that binds every someone deeds. Simply moral is understood as something related to the "right" and "the wrong" of a human act based on norms and values as

social facts that bind and influence social action. Santrock (2001: 117) explains that morals are deeds based on standard right and wrong.

Thus, moral is the system of values and norms that hold the life of a person or group of people in the community members. This system of values and norms exists in (1) a value system as an external, coercive social fact binding each individual as a member of society; and (2) a set of moral values embodied in a code of ethics that binds a group of individuals that are formally written in the form of official rules. These two value systems then affect the collective consciousness in the form of social definition of individuals as members of society in performing acts and actions as members of society (social acts).

Moral is related to psychological state and social action, because of the reality of objective reality, man as an individual being (psychologically) living in a society which has provided social facts in the form of a system of values and moral norms that bind individuals. Moral is always present in the system of values, laws, norms, and conventions from the outside (extrinsic) (Poespoprojo, 1999: 119). However, the system of values and moral norms does not spontaneously directly control and control human actions, but human beings will always make interpretations of understanding of the value system and norms based on conscience and rationality (intrinsic-psychological) (Poespoprojo, 1999: 119).

Therefore, the individual's moral actions are actually based on norms and conscience, so that, the moral measurement can be done from these two things, that is moral formed by intrinsic (psychological) influences in the form of conscience and extrinsic (social) moral norms (Hadiwardoyo 2008: 15 and Poespoprojo, 1999: 118 - 119). In terms of Santrock (2011: 117) the moral dimension includes the intrapersonal aspect that regulates individual activity when not engaged in interaction and interpersonal governing social interaction and conflict resolution.

Meanwhile, child literature is a complex world, whose understanding can not be simplified with a single purpose. Hunt (1995: 43 - 44) explains that there is no single definition in child literature because children's literature can be seen through various perceptions, for example, from the aspects of education, language, social, entertainment, and culture. However, from the complexity of terminology to define children's literature, Hunt (1995: 51) categorizes children's literary definitions from three aspects: definitions based on their characteristics, definitions based on cultural norms, and definitions based on the literary use of children by readers.

On the other hand, based on the literary contents of the children life structured through story-building units, Lukens (2003: 10) defines literature (children) as a work that offers two main things: pleasure and understanding. The literature present to the reader, first of all, is to provide a pleasant entertainment as it presents an interesting story, invites the reader to spoil the fantasy, bringing the reader into a life of suspense power, the power that draws the reader's heart to be curious and bound to it, and all are packed with interest so readers get fun and entertainment.

Saxby (1991: 4) explains that literary essence is the image and image of life. The image of life can be understood as a concrete representation of life models as found in factual life so that it is easy to imagine when read. Based on this understanding, children's literature is the literature that images and metaphors are told are within the reach of children, whether involving aspects of emotion, feeling, mind, sensory nerve, and moral experience, and expressed in a linguistic form that can also be reached

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and understood by children -child. This shows that children's literature is a literature that places the child's point of view as the center of telling (Norton, 1987: 6).

This shows that children's literature is a literary work written in the child's perspective written based on the needs of the child. Therefore, children's literature is literature that is read by children, which is especially suitable for children, and in particular also satisfies a group of community members called children (Hunt, 1995: 61). Children's literature is literally written to be consumed by children, literature whose content is in accordance with the interests of the world of children, in accordance with the level of emotional, moral, and intellectual development of children, and literature that can satisfy the children.

Based on the above explanation, the meaning of children's literature, with reference to the point of view of the work, includes aspects; (1) the language used in child literature is a language that is easily understood by the child, that is language appropriate to the level of development and understanding of the child, (2) the contents of children's literature is entertaining and fun, and (3) the message which is delivered in the form of values, morals, and education tailored to the child's level of development and understanding.

## 2.2. Ideal Child Moral Personality

The personality of the child is a relatively permanent pattern of character, which is a unique character that provides both consistency and individualism for the child's behavior (Feist, 2008: 4). This affirms the personality traits of children in character as distinct possessions of children that make it different from other children, while this character is a unique quality of the child that includes additional attributes of character, for example, temperament, physical, and intelligence. From this explanation personality is complex. However, in this discussion, personality is focused on the moral aspect (Santrock, 2011: 130).

A lot of moral aspects that children have, it is making morals as the foundation of child acts is plural. For this reason, the concept of ideal moral education is based on a good moral personality understanding, which is expected by the wider community. According to Hurlock (2010: 237) the child's ideal moral personality is based on the two "self-concept" and "nature" of the ideal child. This self-concept relates to the child's description of the ideal child's moral personality in terms of his physical and psychological aspects. While the nature associated with aspects of the character that lies behind the attitude and actions of children. These two things are the components in shaping the child's ideal moral personality.

The concept of the child's self is the concept of a child about himself who and what is his self-reflective image largely determined in his role and relationship with others (Hurlock, 2012: 237). People within the scope of this family are playing an important role in shaping the child's self-concept. This happens because the family is where many children interact with family members, after a new family of peers and school.

The nature of the child is related to the quality of behavior or a specific pattern of adjustment in facing problems in his life. This trait is influenced by a previously formed concept (Hurlock, 2010: 237). This means that the ideal self-concept of moral formed by parents, grandparents, teachers, and friends will

affect the child in overcoming the problems faced by the child. Nature and self-concept have attachments that can not be separated in shaping the child's personality.

### 3. Research Methodology

The type of this research is descriptive-critical oriented to explore and clarify about a phenomenon or social reality by describing a number of variables related to the problem or unit under study (Faisal, 2010: 20). This descriptive-critical research will explore and clarify the phenomenon of "child ideal moral personality" as a formal object contained in the child's story unit (material) contained in *Bobo Magazine* and *Kompas Daily*.

This descriptive-text-critical research model is in line with that proposed by Ratna (2011: 197) that a literary work can be analyzed and studied directly and objectively about the phenomena contained therein. In this case, this type of descriptive-textual-critical research is conducted with content analysis research, which is a research technique that aims to make replicable inferences by pay attention to the context (Bungin, 2009: 156). In this descriptive, content analysis is emphasized on the meaning of the content, reading the symbols, and the structures contained in the literary works as texts to understand and find the ideal moral personality of the child in the child's story.

Document research (children's story) specific data in the form of text or discourse (Ratna, 2011: 144) in which contain elements, structure, and perspective of ideal moral personality as the object of its research. Primary data sources as the main focus of this document analysis research are literary works in the form of children's stories contained in *Kompas daily* and children magazine *Bobo*. Secondary data sources are journal articles, and mass media, textbooks, and other publications supporting this research relating to the discourse of reasoning and moral personality and children's stories as research objects.

### 4. Findings

The discussion is based on the understanding that the character in the child's story is a person who has the moral and moral potential use in overcoming the moral problems encountered in the story. The ability of the character (the child) to overcome the moral problems in the story shows the idealized moral personality of the child's story. Santrock (2011: 130) mentions that reasoning, behavior, and feelings belong to the child's moral personality.

It referred as the ideal moral personality of the child because each child's story must describe the ideals of the main character (the child) as the author's desired expectations of children who read the children's stories. That is why the figure which became the example, the main character in the story, is the ideal character. The ideality of this character becomes an ideal because the analysis is done on many children's stories. Each child's story will idealize the moral personality of the main character himself in a unique way.

However, each characteristic of a child's story, if combined into one will shape the child's personal moral concept idealized by the child's story. This confirms that the idealization of the moral personality of children as readers can be understood by the analysis of the ideal moral personality presented in the child's story. That's why the ideal moral personality analysis in this child's story will be done.

Child's personality as an integrative and complex child development dimension, this complexity does not allow the analysis to be carried out thoroughly because the characters in the literary work are limited. From the limitations of characters in the child's most prominent story is moral, which concerns the values, actions, and moral reasoning done the main character of the child. This is because a child's story has a substantial role is to provide an understanding of a reader's moral values. Analysis of the ideal personality of children is limited and viewed from the moral aspect.

The concept of the child's ideal moral personality relates to himself, who and what is his self-reflective image largely determined in his role and relationship with others (Hurlock, 2012: 237). People within the scope of family, school, friendship, and society that plays an important role in shaping the child's ideal personality, this happens because family, school, friendship, and society are places for children to interact with people around them.

Therefore, in children's stories on *Bobo Magazine* and *Kompas Daily*, the social life depicted largely centers on family, school, friendship, and community environments. This happens because it is from these people that the child develops his ideal self-concept, which is about the image of the child he wants. This child's ideal self-concept of moral identification can be identified from the relationships of the main character with other characters in the context of family social life, school, and friendships which in the interaction process intensively involves parents, teachers and game friends.

#### **4.1. Child Ideal Moral Personality as a Child in the Family**

This ideal moral personality is concerned with the ideality of the moral personality of the child in his role as a child in the context of family life. The story of a child with a social background of family life always puts the point of view of the main character (child) as a child in relation to his parents and his brothers. The child as the main character is idealized in the form of moral personality in accordance with his role and responsibility as a child in family life. Here the analysis of the child's ideal moral personality is done on children's stories of children's social background and positioning the main character of the child as a child in relation to the family.

The child's self-concept built into the child's story in family life is a loving and obedient child to family members. These two self-concepts form the moral character of compassion and obedience. The moral character of the child's love is shown by the children through the behaviors of helping and playing together with family members, whereas the obedient moral character is indicated by the obedient behavior and the exercise of parental rules and commands. These children's behaviors will position the child as an individual who maintains family harmony through good behaviors that strengthen relationships between family members.

The position of the moral nature of the compassionate child is to manage and control the actions of the child in relation to receiving and respecting the family members. This compassionate moral character makes the children uphold the family members and put the family members in the same position, both must be loved by the child, regardless of the circumstances of this family. From this merciful moral nature, which makes children respect each family member, it will have implications for the obedient moral nature, which will make the children obey and execute every commandment, admonition, and rule upheld by family members. This shows that dutiful morality is a concrete realization of the merciful moral nature. Both of these moral traits make the children feel and respect their family.

Therefore, both moral qualities become inseparable and dominate the child's story. That is, the story of the child as a whole oriented a social-psychological idea in shaping children who have a good personality towards the family, the children who have integrity in creating a harmonious family. Through these two moral traits children are idealized to be children who have an important role in realizing a dutiful personality in the family.

It is this fact that places the moral personality of the child as the idealized child of the child's story embodies the personality of a good child, the children of a loving and obedient personality. This personality puts the position of the child as an individual subject rather than object. Children are positioned to be an important part of families who play an active role in building a good family. The child in the child's story built awareness of his role in the family

This is where the child's personality is defined by children's stories are children who have a good person, the personal needs of the family in upholding harmony. In this position, the personality of the compassionate and obedient child becomes the idealized personality of the child. Personality psychologically filled with children and sociologically reflects the reality of children today in the sphere of family life relationships in today's society.

#### **4.2. Child Ideal Moral Personality as a Student at School**

This ideal moral personality is concerned with the ideality of the moral personality of the child in his role as a student in the context of school life. The story of a child with a social background of school life always puts the point of view of the main character (child) as a student in relation to teachers and other students. The child as the main character is idealized in the form of moral personality that corresponds to his role and responsibility as a student in school life. Here the analysis of the child's ideal moral personality is done on children's stories of children's social background and positioning the main character of the child as a child in relation to the school.

Children's self-concept idealized children's story in school life is a responsible child and work hard in carrying out school tasks. These two self-concepts shape the moral nature of the responsible child and work hard in at school. The morally responsible nature of children in this school is actualized through the behavior of willing to perform school tasks, whereas the moral nature of hard work is demonstrated by the behaviors of carrying out and completing the school's tasks in earnest so that the results are good to the children's school tasks. These children's behaviors will position the child as a good student, that is, the achieving student and students who are able to learn seriously to get maximum learning outcomes.

Idealization of the moral nature of children as responsible students in this scope plays a role in positioning children who are willing to accept all forms of duties and roles in school, while the moral nature of hard work is the actualization of the sincerity of children in carrying out responsibility for maximum results. Both of these compassionate moral qualities, which will make children at school become hardworking students who will be diligent in learning and carrying out tasks. So, its estuary is to be able to produce the outstanding students. This shows that the moral nature of hard work is a concrete realization of the moral nature of its responsibilities. Both of these moral traits that make the children's feel always responsible and hardworking attitude in carrying out school tasks well and get the maximum results.

Both moral traits become inseparable and dominate the child's story. That is, children's story as a whole orientates a social-psychological idea in shaping children who have responsible personality and

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hard work towards school that is children who have integrity in manifesting themselves into children who excel in school. Through this moral personality children are idealized to be responsible children in carrying out their school duties in earnest so that they can become outstanding students.

This fact that puts the moral personality of the child as an idealized child of the child's story embodies the personality of a good child, that is, the responsible personality of the child and works hard on the school's work. This personality puts the position of the child as an individual who in the life of the school is required to excel by being able to carry out school tasks as well as possible.

The child's personality that the children's story is about is a child who has a good personality, a responsible and hard-working person who will be able to bring the children as an outstanding student. This personality is in harmony with the social problems of children in school who are beginning to have no responsibility and hard work in doing schoolwork. Children are low motivated to learn, with this personality, children's stories idealize children who play an active role in the school environment through their responsibility attitude and are able to carry out their study responsibly so that children can excel in school

#### **4.3. Child Ideal Moral Personality as a Friend**

This ideal moral personality is concerned with the ideality of the moral personality of the child in his role as a friend in the context of the child's friendship. The story of a child with a social background of friendship puts the point of view of the main character (the child) as a friend in relation to his peers. The child as the main character is idealized in the form of moral personality in accordance with the role and responsibility as a friend in family life. Here the analysis of the child's ideal moral personality is done on children's stories of children's social background and positioning the main character of the child as a child in relation to friendship.

From the story of the child analyzed, the child's personality, in the context of this friendship life, idealizes a friendly child, the children who want to play in friendship ties with their friends. Friendly children are children who want to interact and communicate intensively with other children through playing activities. Games that children do outside the home is games that are able to activate children's activities collectively. From this game the children will understand the personal-social concept of respect, empathy, help and sharing.

The personality of this friendly child serves to unify the relationship between one child and another, so that children form a social community that will bridge the children to intensive interaction and communication. The personality of this friendly child will play a role in regulating and controlling children's interaction and communication in receiving and honoring other children. The personality of this child will make the children uphold other children as friends who must be respected and appreciated. This personality will make the children understand his existence as a social creature that their existences relate to other children.

The personality of the child friendly as the ideal personality confirms the idealization of children as a friendly individual. Individual who can live in the role as a social creature, that is establish social interaction with his friends. The personality of a friendly child as the ideal personality affirms the immediate concern and persuasion and nowadays children which have tendency to be selfish individual. Children do not want to communicate and interact intensively through play activities. On the basis of this problem, the ideal personality of a friendly child becomes the ideal of today's society.



Children's stories become a representation of social desire toward children. The children are personally friendly, willing to make intensive friendship through children's play activities.

This is where the child's personality is characterized by a children's story is a friendly child, the child's personality that will form a child's social community. In this position, the personality of a friendly child becomes the idealized personality of children's stories for children today. Psychological personality can be fulfilled and needed by children and sociologically reflects the reality of children's problems now within the sphere of family life relationships in today's society.

#### **4.4. Child Ideal Moral Personality as a Society Member**

This brave moral ideal personality is related to the courage of the child in performing actions that solve the risk problem faced by society. This child's story is based on the life of the community that puts the point of view of the main character (child) as a child in relation to society. The child as the main character is idealized in the form of brave moral personalities in accordance with the actions of the children. Here the analysis of the ideal moral personality of brave children is done on children's stories of community background and positioning the main character of the child as a child in public relations.

The concept of a brave child built in a child's story points to the courageous actions children take in solving a risky problem in people's lives. Two self concepts idealized in the form of children's actions in solving community problems. The position of the moral character of this brave child serves to show the role of the children in maintaining the harmony of community life. This brave personality will condition children to take risks for the life of the community. This brave moral personality will make adults recognize the existence of children who participate in solving the community problems.

This fact places the moral personality of the brave child as the idealized child of the child's story of personality through the child's risky action in dealing with society's problems. This ideal personality affirms the role of the child in the life of society, which should be appreciated by the community. Idealization of this personality appears as a reflection on the problems of children who often ignored by the community, whereas children have an important role in community life. With this courageous personality, children will gain an appreciation from adults in community life. Children will get good protection and appreciation by the surrounding community.

## **5. Conclusion**

The ideal moral personality of a child's story is an ideal morality established by the "self-concept" and "nature" of the characters in the child's story. Through this character, children's stories always reconstruct the concept of ideal moral personality that will be conveyed to the children's readers. In the 102 stories of children there is *Bobo Magazine* and *Kompas Daily*, the idealized moral personality is for children as follows.

First, In the family life, the ideal moral personality as a compassionate and obedient child, the child who will accept the circumstances and reality of his family members so that children also love all family members. From this compassionate moral personality, the child will then become obedient, which proves the affection of the family members with obedience to do good to fellow family members through obedience in implementing the system of values and family norms.

Second, In school life, the child as a student who has the ideal moral personality of responsible students and hard work. Students who are responsible and hard working, i.e. students who want to carry out school tasks in earnest so that it can be the best student, the students who excel in school.

Third, In the life of friendship, the child as a friend, ideally moral personality is a friendly child, that is children who want to interact and communicate with friends through the activities of playing together, and through this activity the children will learn social, that is respect, understand, and appreciate his friends so as to form strong bonds of friendship among his children.

Fourth, the child as a member of the community, the idealized moral personality is a brave child, the child who is willing to take risks in action to overcome the problems in the society that the society should resolve (adults). These four moral personalities reflect the state of the child's moral personality idealized by children's stories that represent the reality of children's social life today.

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