

Using National Literary Works to Foster Children's Character Development Through Parents' Language Intervention

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Abstract—The effect of national literary works on children's character development was investigated through both naturalistic observation and mixed methods data analysis. The children who took part in this study were, on average, eight years old. The findings demonstrate that: 1) language intervention through national literary works enhances children's character development by appealing to them through the setting, action, characters' appearance, expression, and colors; 2) parents play key roles in this process by selecting appropriate themes, enforcing viewing rules, accompanying their children while watching, and discussing the content of the stories with them; 3) the roles of teachers and individuals in the children surroundings include supporting the parents' program which requires them to treat the children in line with the information provided by the parents regarding their children. This study concludes that language intervention through national literary works positively impacts children's character development when supported by the roles of parents, teachers, and individuals in their environment. This study contributes to teaching character through literature.

Index Terms—character development, language intervention, parent-child relationship, national literary works, teacher-child relationship

I. INTRODUCTION

First recognized as a pragmatic approach in the 1980s, language intervention is a method of teaching language by using direct verbal communication such as communication games to stimulate speaking production rather than focusing on listening comprehension (Conant et al., 1984; Hermida et al., 2015; Marton & Scheuer, 2020). Language intervention plays a crucial role in child development, particularly in the context of language learning (Dale et al., 2018; Nelson et al., 2018; C. L. Wu et al., 2017). A recent study shows that language and literacy initiatives can greatly benefit children living in underprivileged neighborhoods. In vulnerable populations and developing nations, various intervention strategies were specifically identified through an exploratory randomized controlled trial (Mesa et al., 2020).

Many language intervention studies concentrate primarily on improving spoken language skills (Conant et al., 1984; Nelson et al., 2018; C. L. Wu et al., 2017). Despite language intervention being a well-explored area, few scholars have targeted the character development of children as the focus of language intervention. Studies on children's character development initially began with the assessment of children's temperament and character through inventory measurements (Henderson & Wachs, 2007; Mo'è et al., 2020; Rudasill et al., 2014; Urgesi et al., 2012). Subsequently, this area of study received minimal attention for many years. Still, more recent studies have focused on character development in young children, especially in terms of creativity and character through innovative problem-solving programs (Aubert et al., 2017; Kim et al., 2019). Still, these studies did not investigate what motivates children to behave.

To address the aforementioned issues, this paper explores the development of character in eight-year-old children through language intervention using national literary works that focus on the children's emotions and motivation. The main objective of the study is to understand how literature influences children's character development. In the case of language intervention through national literary works, such as animated films, songs, and comics, the research question is whether the effect is consistent across different themes, settings, colors, expressions, plots, and character appearances. Moreover, the core assertion of this study is that character can be categorized into three primary domains: leadership,

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prosocial abilities, and social cognition. The study anticipates that the children's emotions, including temperament and happiness, will yield differences in how national literary works shape their characters.

Emotion is known to have two types: negative, referred to as temperament, and positive, known as happiness (Henderson & Wachs, 2007; L. Liu et al., 2020; Rudasill et al., 2014; Tan & Holub, 2018; Vroman et al., 2014; Weeland et al., 2017). Emotions manifest every second whether they are positive or negative (Davis et al., 2021; Goldenberg & Gross, 2020; Kneeland et al., 2020; Kuenzel et al., 2010; Marcos et al., 2020). An individual character is shaped by both genetic and environmental factors, both internal and external (Champagne et al., 2019; Hopwood et al., 2011; Liao et al., 2018; Min & Lee, 2006; Trabelsi et al., 2022). A child's character begins to form in the womb and is strongly influenced by the psychological state of the mother. Therefore, a soon-to-be mother needs to maintain good psychological health during pregnancy. Additionally, the support of the husband and the people around her plays a crucial role in shaping the mother's psychological well-being, which, in turn, can affect the fetus in the womb. Therefore, a husband should make efforts to ensure the mother's happiness and promote positive emotions, as this can have a positive impact on the psychological development of the fetus in the mother's womb.

However, what will happen if a mother and a father do not have knowledge about the importance of mental health conditions when the mother is pregnant, and they notice behavioral issues in their children by the second grade when the child is 8 years old? This situation may prompt them to seek knowledge to address the problem. Is there still a way to improve their children's behavior and character by then?

Parents and educators aspire for their children and students to develop strong moral values as adults. They hope their children will be helpful, honest, kind, and courteous, and they aim for them to appreciate the goodness in life. Furthermore, they want their children to develop perspectives that extend beyond their own. In truth, many parents feel an overwhelming responsibility in shaping their children's characters often due to unrealistic expectations they hold for them. How can they best support the students in becoming the kind of people they wish them to be? How can they guide them toward becoming individuals who contribute to making this world a better place? Given the existing challenges and the lack of research on language intervention through literary works in the character development of early primary school-aged children, this study was conducted as a case study involving eight-year-old children.

II. LITERATURE REVIEW

A. *The Studies of Language Intervention*

Most studies on language intervention have been conducted using a quasi-experimental research design with subjects being children with language disorders aimed at enhancing their language competence (Conant et al., 1984; Justice et al., 2017; Mesa et al., 2020; Nelson et al., 2018; C. L. Wu et al., 2017). Meanwhile, studies on language intervention for typically developing children are still lacking (Adamson et al., 2020; Andersen et al., 2022; Dale et al., 2018). Furthermore, very few of these studies have employed a qualitative research design (Adamson et al., 2020). Although there is a qualitative inquiry study involving literature (short stories), it did not encompass language intervention from parents, teachers, and other individuals surrounding the participants. The subjects of this study were not children but undergraduate students. Additionally, there have been a few other previous studies that have pursued objectives similar to this study (Kostyrka-Allchorne et al., 2017; Manassero-Mas et al., 2022; Persegani et al., 2002; Wilson et al., 2018).

Studies on television viewing and its relationship to personality structure in children have provided evidence of a connection between individual variables (i.e., personality structure) and the television habits of children (Persegani et al., 2002). While research on children's literature and its role in empowering children's character-building focuses on how literature shapes children's character, it is not empirical research; rather, it is normative (Manassero-Mas et al., 2022).

Additionally, the relationship between television exposure and children's cognition and behavior can offer insights for this study, particularly concerning parenting behavior. However, this research is primarily a systematic review. A pilot qualitative study that combines parental and clinical perspectives revealed results indicating that parents should be in good psychological condition for effective parenting (Wilson et al., 2018). Furthermore, it explores the experiences of parenting and clinical intervention for mothers affected by personality disorders.

B. *National Literary Works*

Children's literature is a vibrant and essential genre that plays a significant role in the cognitive and emotional development of young readers (Wydrzynska, 2021). Scholars have extensively explored the impact of children's literature on children's cognitive, emotional, and social development. Children's literature is not only worthy of rigorous academic study in its own right but it also often exhibits enough literary, linguistic, and narratological complexities to rival even the most sophisticated literature for adult readers. Generally, literature is not confined to the written word but also includes other forms such as movies and songs. In this context, children's literature encompasses animated films and cartoon songs. Therefore, national literary works for children encompass both written and spoken forms representing the cultural and historical experiences of a particular nation.

National literary works for children serve as reflections of a nation's identity, values, and beliefs allowing readers and listeners to gain a deeper understanding of its people and their shared experiences. They also play a crucial role in preserving and promoting a nation's language, as they showcase the unique expressions and linguistic nuances of a specific culture. Based on developmental psychology and literary theory, it has been found that book reading can

support empathy if it fosters in/out-group identification while minimizing in/out-group bias, and identification with characters who are dissimilar from the readers is the most valuable contribution of children's storybooks to cognitive empathy (Kucirkova, 2019).

C. Children's Character Development

Children's character development is a critical aspect of their overall growth and well-being. It encompasses the values, traits, and behaviors that shape who they become as individuals. Character development begins early in life and continues throughout childhood and adolescence, making it a dynamic and ongoing process. Parents, caregivers, teachers, and the environment all play crucial roles in nurturing and molding a child's character.

One key element of character development is the cultivation of empathy and compassion. Teaching children to understand and share the feelings of others helps them develop strong interpersonal skills and a sense of kindness. Encouraging acts of kindness such as helping a friend in need or volunteering can reinforce these values and foster a sense of empathy from a young age. Research in the U.S. and other nations suggests that there are three key features of successful character development initiatives for children and adolescents, i.e., mentors and models, skill-building opportunities, and opportunities to participate in and take a leadership role in valued family, school, and community activities (Lerner, 2018).

Honesty and integrity are foundational character traits that are often instilled early on. Teaching children the values of honesty help them build trust with others and maintain strong, healthy relationships. Promoting honesty can be seen as a component of a larger socialization process in which parents help children develop positive sociomoral traits (Ma et al., 2018). Additionally, fostering a sense of integrity ensures that they act in ways that align with their values and principles.

Ultimately, children's character development is a multifaceted process that necessitates guidance, support, and positive role models. By fostering empathy, responsibility, resilience, honesty, a growth mindset, and digital citizenship, we can aid children in evolving into well-rounded individuals who make positive contributions to society and lead fulfilling lives. It is a continuous journey that not only shapes their character but also influences their future and the world around them.

III. METHODOLOGY

This study was designed based on the protocol used by Marcos et al. (2020). Two important points require emphasis with technical details provided in subsequent sections. First, in alignment with previous research on motivation, it is crucial to explain additional factors that influence motivation. In contrast to other aspects of motivation such as desire or willingness, motivation to possess or engage in something is fundamentally rooted in one's knowledge and understanding of that thing (Kienitz et al., 2014; Pascoe et al., 2018).

Second, the results of previous instrumental studies of emotion allude to this parameter (Davis et al., 2021; Marcos et al., 2020; Ortner & Pennekamp, 2020). Third, to prevent confounding effects on imitation and comparison are drawn using literary works with identical titles differing only in terms of motivation (DiYanni et al., 2015; Gardiner, 2014; Yamamoto et al., 2019).

A. Participants

The participants were 60 individuals representing 15 families that included children, mothers, fathers, teachers, and other individuals involved in the children's lives. They were part of a controlled trial for a children's behavior program at the elementary school level. On average, the children were eight years old and in the second grade of elementary school. These children were sons and daughters of elementary school students who performed well academically but, on average, experienced issues with their emotions and motivation in daily activities. They engaged in typical childhood activities such as playing with toys as well as watching cartoons on TV, smartphones, and laptops.

B. Procedure

This study was conducted over five weeks. In the first week, all children were instructed to select several cartoons and animated films from the internet which they then downloaded themselves and copied to a flash disk for viewing on TV. The television was not connected to any channels, ensuring that the children were unable to access other TV programs or advertisements. In the initial three days of the first week, all the children were permitted to watch these movies while simultaneously working on their homework. This all took place during the COVID-19 pandemic when all schools were conducting online teaching and learning in accordance with government policies.

From the second week to the fourth week, the same procedure was applied to various movie topics. The choice of the movie topic was made by the researcher for all children after taking several considerations into account. The duration of time and the number of movies were also limited based on the number of subjects under study. Meanwhile, during the fifth week, none of the children were allowed to watch TV.

Due to the difficulty of finding movies based on the themes considered by both the researchers and the children's mothers, and taking the children's curiosity to watch movies with various themes into account, an agreement was made that all children were allowed to choose the movies they liked. However, there was a caveat - all children must watch

the movies while accompanied by their mothers. Sometimes the mothers would ask their children to stop watching and choose another movie if they thought that the movie would make their children misunderstand the world.

In addition to watching movies for three days and five weeks, each child was also encouraged to listen to songs and read stories from storybooks. The theme of the song and the story were the same as the movie every week. The procedure of this research is presented simply in Figure 1.

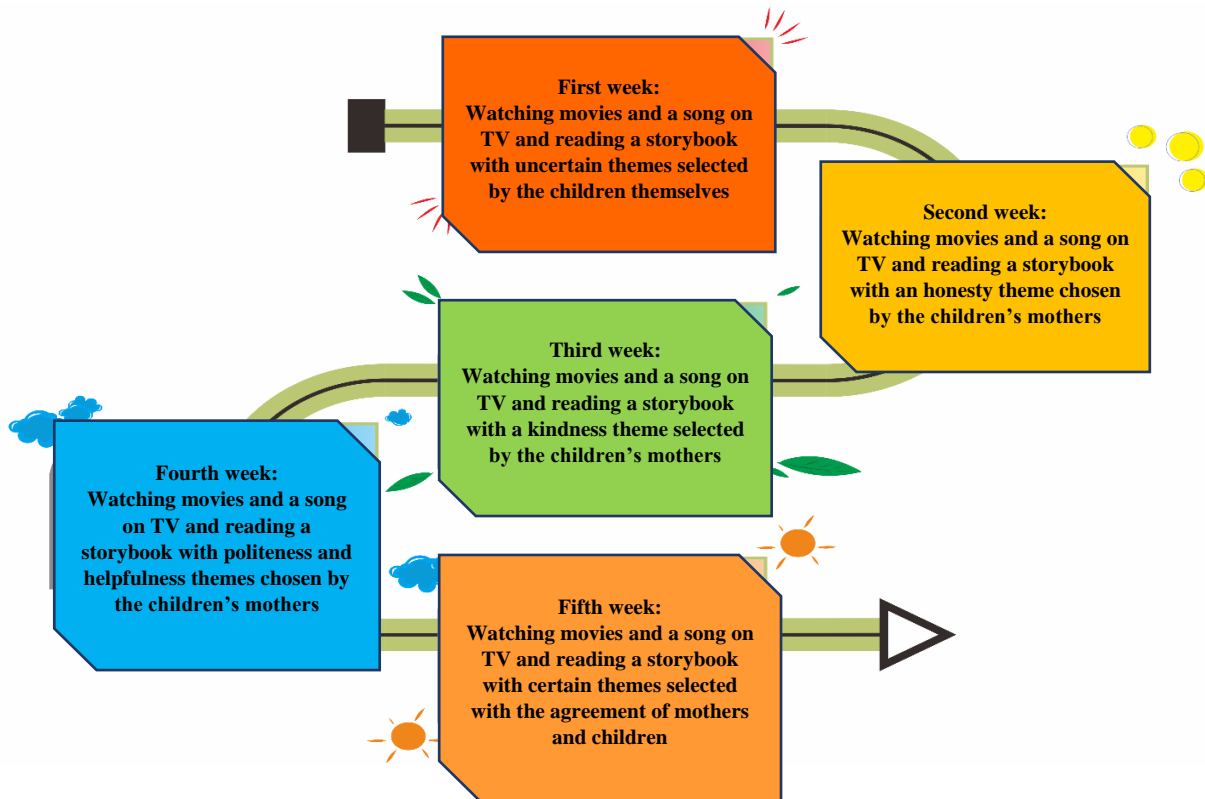


Figure 1. The Simplified Procedure of the Study

C. Measurement

Three research questions need to be answered in this study:

1. How does language intervention through national literary works foster children's character?
2. What roles do parents play in using language intervention through national literary works to foster children's character?
3. What roles do teachers and other individuals around children play in using language intervention through national literary works to foster children's character?

The method of this study involved observing and analyzing the spontaneous behavior of participants in a natural setting. The data captured more than what could be discerned through any other means. Additionally, unstructured observations were conducted, wherein children's sentences and behaviors were recorded without a specific system. This approach was typically carried out as a pilot study to determine which types of behavior to document as there might be too many to record; moreover, the behaviors recorded might not necessarily be the most relevant. What is more, this study also incorporated assessments intended to complement the data obtained from the observations.

D. Mixed Method Analysis

Every literary work that each child watched or read was analyzed by counting the number of sentences and the behaviors presented which were then categorized into motivation, temperament, happiness, honesty, kindness, politeness, and helpfulness. The percentage of each category was calculated for comparison to each other category. The same analysis was carried out in interviews and observations for three days each week for five weeks.

After quantitatively analyzing the literary works, interviews, and observations, the constant comparative method was employed to test the data. Data were regularly compared and contrasted during the data collection process to identify codes that emerged from the observation and interview data. The coding was done manually. As some of the early codes were not directly related to the research problem, they were removed. Additionally, due to similarities among the initial codes, they were combined to create a more substantial set of codes. The further refined codes were then amalgamated into themes. Furthermore, following the completion of the analytical procedure, themes emerged from the interpretation of the data.

IV. RESULTS

To provide the answers to the research questions, the data were analyzed by dividing them into three parts:

1. the children's characters are influenced by language intervention through national literary works without intervention from parents, teachers, and other people around them;
2. the children's characters are influenced by language intervention through national literary works with intervention from the parents; and
3. the children's characters are influenced by language intervention through national literary works with intervention from teachers and other people around them.

Each part was analyzed by exploring their behavior through coding in terms of four characters, i.e., honesty, kindness, politeness, and helpfulness.

A. The Way of Language Intervention Through National Literary Works Fosters Children's Character

To answer the first research question which examines how language intervention through national literary works fosters children's character, the study involved a first-week experiment. During this week, the children were given the freedom to select literary works such as movies, storybooks, or videos of songs from the internet based on their personal interests. There were three days in this first week the experiment took place. On the first day, the children watched a movie. On the second day, they read a story from a storybook. On the third day, they watched a video of a song. Throughout these days, the mothers conducted interviews with their children immediately after they watched the movie and song and read the story. The interviews aimed to assess the children's comprehension of the movie and song they had watched and the story they had read. Subsequently, the mothers observed the children's behavior and noted any changes or insights they could gather until the children watched or read different literary works the following day. The results of these interviews and observations are presented in Figure 2.

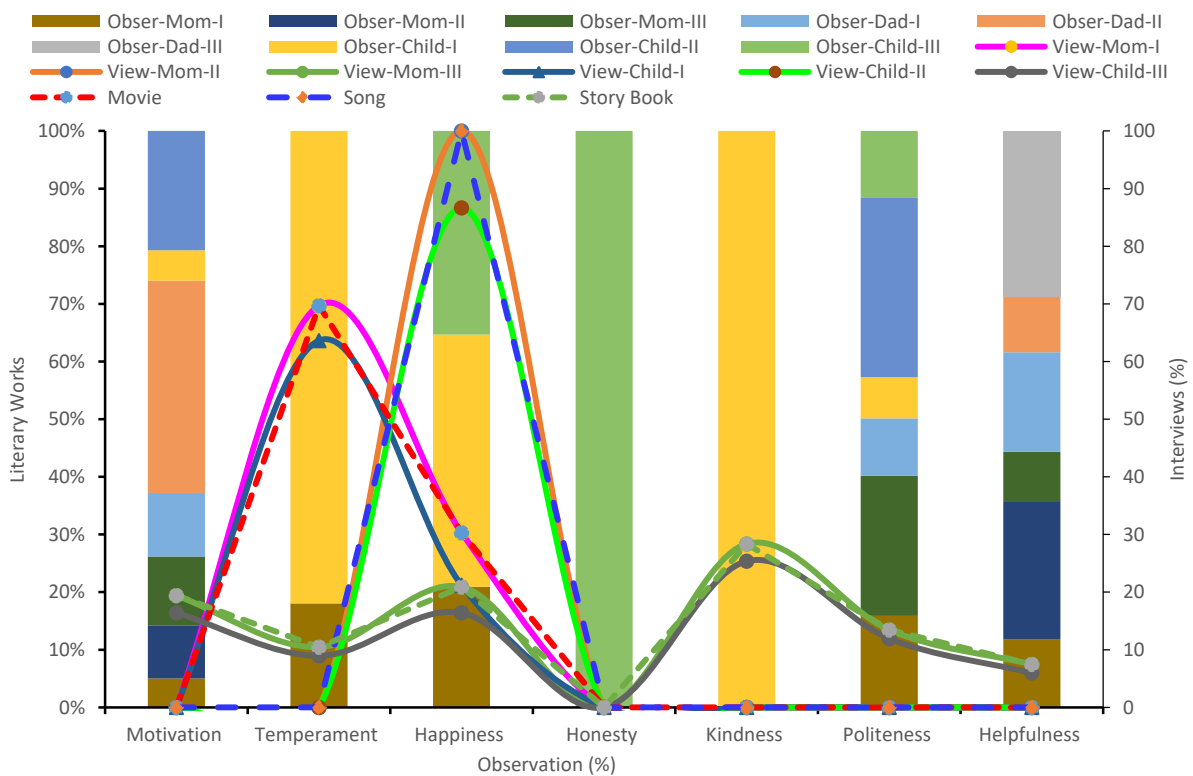


Figure 2. The Influence of National Literary Works on Children's Characters Without the Roles of Their Parents, Teachers, and Other People Around Them

Figure 2, above, illustrates that the children achieved scores of 84.8% in the first interview; 86.7% in the second interview; and 85.1% in the third interview. When it came to observation, parents who interacted with the children did not discuss the national literary works that the children watched and read. This was done to assess the influence of the national literary works on the children's characters without language intervention from parents, teachers, and other individuals around them.

Also concerning observation Figure 2 shows the children exhibited 3.8%, 16.7%, and 16.4% of motivation in their behaviors and sentences for observations 1, 2, and 3, respectively. Interestingly, national literary works 1 and 2 did not appear to have any influence on motivation. The children displayed 24.5% temperament in behavior and sentences during observation 1, but no temperament behavior and sentences were observed during observations 2 and 3 even

though the movie showed 69.7%, and literary work 1 showed 9.6% in this regard. They expressed happiness at rates of 3.8% and 1.9% during observations 1 and 3, even though the literary works they watched and read each conveyed happiness at rates of 30.3%, 100%, and 19.2%.

B. The Parents' Roles in Using Language Intervention Through National Literary Works to Foster Children's Character

To answer the second research question which focuses on the parents' roles in utilizing language intervention through national literary works to foster children's character development, the following approach was taken: During the second through fourth weeks, the mothers downloaded literary works from the internet with themes centered around honesty, kindness, and politeness. Each week, three different movies were selected for the children, and no songs or storybooks were provided to the children during this period as it was challenging for the mothers to find suitable options that aligned with the specified themes. As a result, the findings for these three weeks are presented in Figure 3.

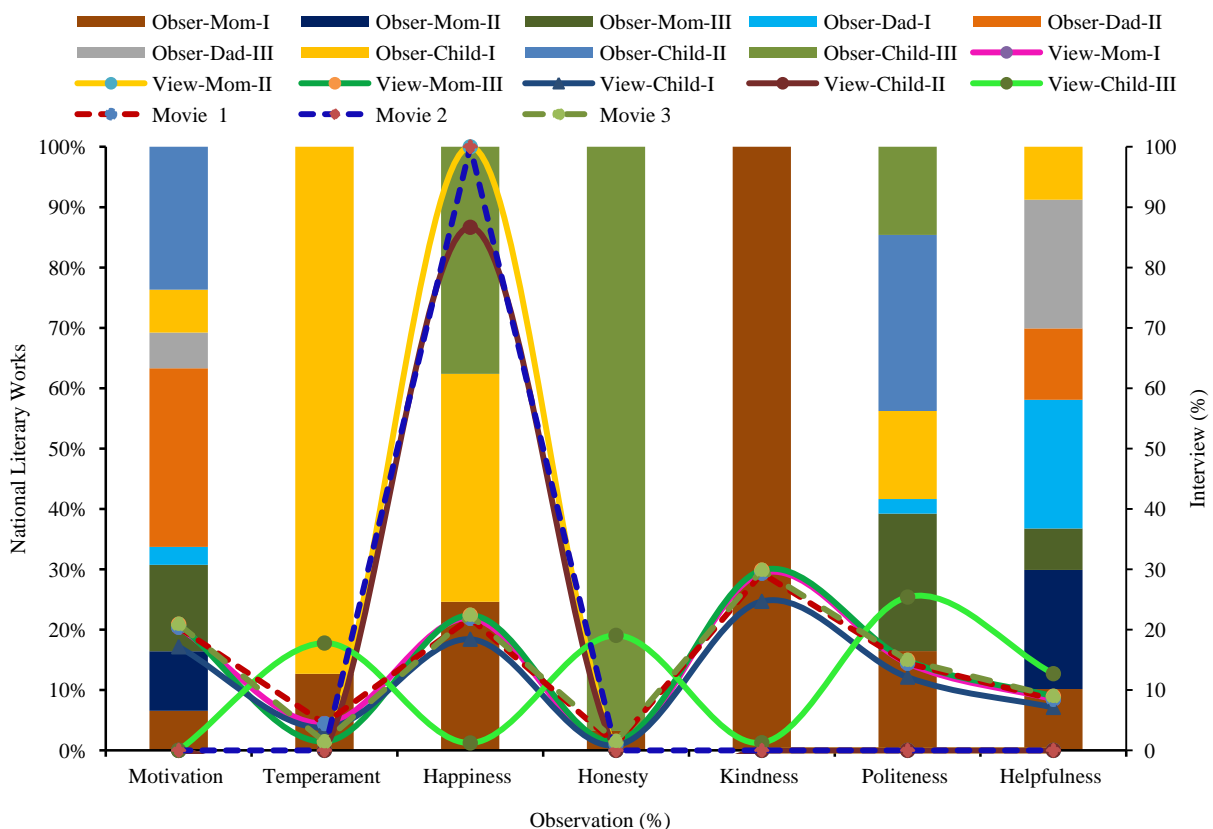


Figure 3. The Influence of Literary Works on the Children's Characters With the Roles of Their Parents

The interview conducted in the fifth week also consisted of three sessions. The first interview session aimed to assess the children's comprehension of the movies they had watched. The second interview session sought to understand the children's life principles compared with the contents of the movies. The third interview session was to give a reward in sentences for the children's good life principles in comparison to the themes presented in the movies. In the third interview session, sentences were provided as rewards for the children's positive life principles, explanations were given for their negative life principles, and an evaluation of the children's willingness to change their negative life principles was conducted. During the third interview session, the children were engaged in discussions to help them understand how their teachers and other people in their lives behaved towards them and others. The goal was to facilitate their reflection on these interactions. The average scores from the three interview sessions were computed to gauge the children's commitment to developing their character.

Figure 4 shows that in the second week, the movies consisted of 54.3% honest sentences and behaviors out of the total sentences and behaviors in the movies. The mothers also provided 55.5% of questions and explanations related to honesty principles out of the total questions and explanations given to the children during the interview sessions. The children exhibited 11.7% comprehension and commitment to honesty out of their total comprehension and commitment during the interview sessions. In the third week, the movies exhibited 31.0% kindness, mothers 35.5%, and children 33.4%. In the fourth week, the movies demonstrated 30.9% politeness, mothers 35.9%, and children 25.7%.

In the observation, the parents, particularly the mothers attempted to provide more explanations and examples related to the contents of the movies shown to their children. In the second week, 60.0% of the explanation came from the

mothers, 30.0% from fathers, and 15.5% from children. In the third week, the mothers exhibited 53.4% kindness in both their sentences and behaviors while the fathers displayed 27.5% and the children demonstrated 21.4%. Lastly, in the fourth week, the mothers provided 46.8% of explanations and examples of politeness, the fathers contributed 21.3%, and the children accounted for 19.7%.

C. The Roles of Teachers and Other Individuals Around the Children in Using Language Intervention Through National Literary Works to Foster Children's Character

To address the third research question “What roles do teachers and other individuals around children play in using language intervention through national literary works to foster children's character?”, it was predetermined before the fifth week that the literary works provided to the children should be chosen based on the consent of both the mothers and children. This approach was taken because, in the fourth week, the theme of helpfulness could not be introduced to the children in the same week as the kindness theme. Therefore, the mothers consulted with their children to confirm whether they agreed with the helpfulness theme. If the children affirmed their agreement, they were allowed to search for three movies on YouTube with the theme of helpfulness using Indonesian keywords. Once the movies were found, the mothers assessed their suitability for their children to watch and then the children watched these movies consecutively for three days. As a result, three movies, accompanied by three interviews and observations are presented in Figure 4.

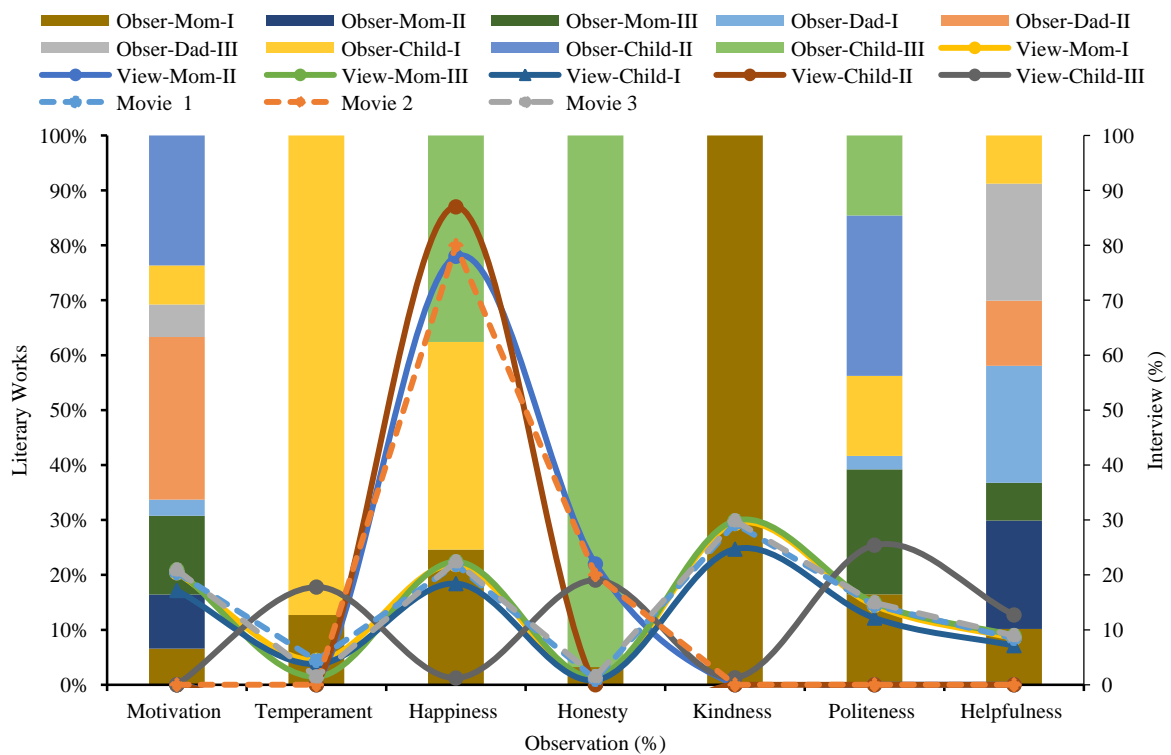


Figure 4. The Influence of National-Literary Works to the Children’s Characters With the Roles of the Teachers and Other People Around Them

The interview consisted of three sessions. The first interview session aimed to assess the children's comprehension of the movies they watched. The second interview session was conducted to understand the children's life principles compared to the contents of the movies. The third interview session involved rewarding the children for their good life principles, providing explanations for their bad life principles, and gauging their commitment to changing these negative aspects. The average scores from these three interview sessions were calculated to determine the children's dedication to character development.

Figure 4 shows that, on the first day of the fifth week, the movie contained 57.4% helpfulness sentences and behaviors out of the total sentences and behaviors in the movies. Of the total questions and explanations given by the interviewers, 62.0% were related to helpfulness. The children produced 50.0% helpfulness comprehension and commitment out of the total comprehension and commitment during the interview sessions. On the second day, the movies performed at 18.2% helpfulness, the mothers at 38.8%, and the children at 28.8%. On the third day, the movies produced 18.2% helpfulness, the mothers 39.2%, and the children 31.1%.

In the observation, the parents, particularly the mothers, made an effort to provide more explanations and examples related to the content of the movies shown to their children. They engaged teachers and other individuals in the children's lives to explain the movie contents and helped the children develop communication skills with their teachers and other individuals around them. On the first day, the mothers contributed explanations that were helpful 63.0% of the

time, while the father did so 50.0% of the time, the children 45.0% of the time, teachers 7.0% of the time, mothers' friends 2.0% of the time, fathers' friends 2.0% of the time, and strangers 1.0% of the time. On the second day, helpful explanations came from the mothers 40% of the time, fathers 25.0% of the time, children 20.0% of the time, teachers 7.0% of the time, mothers' friends 2.0% of the time, fathers' friends 2.0% of the time, and strangers 1.0% of the time. Lastly, on the third day, the mothers provided helpful explanations 43.0% of the time, fathers 33.0% of the time, children 23.0% of the time, teachers 7.0% of the time, mothers' friends 3.0% of the time, fathers' friends 3.0% of the time, and strangers 2.0% of the time.

V. DISCUSSION

This study investigated language intervention through national literary works to foster the children's character development. The focus of interest was on the children's character traits, particularly honesty, kindness, politeness, and helpfulness achieved through the use of national literary works. Previous research has shown that language intervention has a positive impact on the cognitive development of children but not for children with severe cognitive delays (Conant et al., 1984). The present results indicate literary works in the national language, primarily in the form of cartoons and animated movies influence children's characters, specifically in terms of helpfulness, even in nonverbal language. This finding is supported by the observation that children tend to imitate or understand what they see and hear without distinguishing between what is good and what is bad. Indeed, children are good imitators (DiYanni et al., 2015; Gardiner, 2014; Scott et al., 2019; Yamamoto et al., 2019). The difference between how a child imitates other people around him/her compared to how an adult imitates others is depicted in Figure 5.



Figure 5. Imitation Result: (a) The Child's Imitation; (b) The Mother's Imitation

As a result, it can be concluded from the data that providing children with national literary works without language intervention from the parents, the teachers, and those around them can, depending on their learning, have both positive and negative impacts on their behavior. In this case, the children's kindness is positively enhanced, but their helpfulness is negatively affected. The data indicate children's helpfulness differs from the parents' concept of helpfulness. Furthermore, both honesty and politeness show negative changes. Based on the data analysis, children's honesty is negatively affected because they are unsatisfied with the number of movies and songs their parents allow them to watch. Negative politeness, on the other hand, is a result of their parents' impatience in responding to their negative behavior such as the children's unhelpfulness and dishonesty.

Language intervention used by parents to help children understand the content of stories is crucial for enhancing children's character development. Although the children's statements suggest that they comprehended the moral lessons in the stories, their behavior indicated that they acted based on their desires without clear reasons. This evidence is presented in the data, as when questioned about their actions, they frequently failed to provide explanations. It can be inferred that they did have reasons for their actions but were hesitant to express them due to the fear of parental anger when their actions were perceived as wrong. This might have led to an automatic response from the children rather than a patient consideration. Furthermore, it is worth noting that the children displayed a high sensitivity to intonation and facial expressions. These findings are supported by previous research (Henderson & Wachs, 2007; J. Liu et al., 2020; Rudasill et al., 2014). This study's results regarding a child's listening comprehension while watching a movie are presented in Figure 6. In this example, a child was asked by her mother to write about the story she had watched.

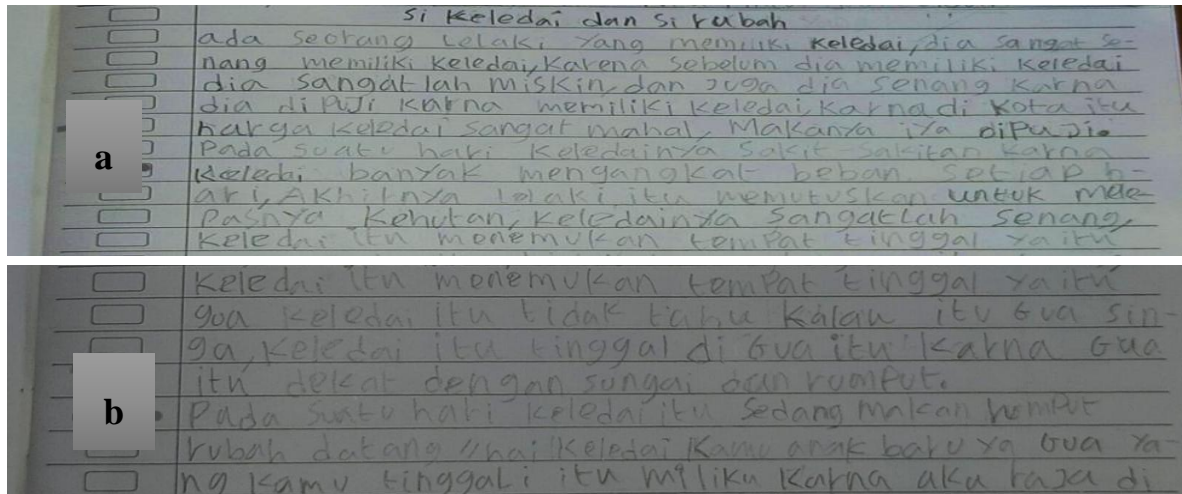


Figure 6. A Child's Handwriting Result After Watching a Movie (1) on the Day it was Viewed and (2) on the Next Day

Teachers' roles were also very important because most children are more obedient to their teachers than they are to their parents (Lin et al., 2015; Z. Wu et al., 2018; Xie & Li, 2018). The data show that the parents can seek help from teachers when their child refuses to follow the parents' instructions but only for instructions related to the school programs. If the instructions are not related to school programs such as those that particularly pertain to family matters, parents should explain the instructions repeatedly. If the child does not follow the instructions of his or her parents, then parents should resort to strict punishment. For example, this could involve making their child sleep outside of their bedrooms or separate them from their parents. They might even use punishment such as withholding meals until the child agrees to write a promise not to repeat their undesirable behavior. Parents could then record the child reading his or her written promise, and explain to their child that, should the unwanted behavior continue, the video would be shared with their homeroom teachers.

People around the children can be divided into two groups: those whom the parents and their children know well and those who are unfamiliar to them. The parents can seek help from the first group of people to support their programs for the children; for example, by giving advice to the children and by setting a good example for them. However, the parents cannot control the second group of people in relation to the children. In this case, the parents can choose to keep their children away from this group. If the children happen to observe someone behaving badly, then the parents can provide more information about the inappropriate behavior of these individuals so that the children do not emulate them. They might even promise to impose punishment if the children ever display similar behavior (Frawley et al., 2020; Otto et al., 2019; Papavlasopoulou et al., 2018).

A child must have the motivation to do something because they have an imitation instinct (Kienitz et al., 2014; Pascoe et al., 2018). They tend to engage in activities because they observe and emulate the behavior of people around them. Several studies have demonstrated that children often imitate actions performed by individuals in their vicinity without a specific selection process (DiYanni et al., 2015; Gardiner, 2014; Scott et al., 2019; Yamamoto et al., 2019). This principle is evident in our study where children mimic both the protagonist and antagonist's actions in the cartoons and animated movies they have watched, even when language intervention has not been implemented by their parents.

Besides motivation and imitation, negative and positive emotions can also influence a child's character development. A child whose emotions are positive can be the result of good morals and vice versa (Henderson & Wachs, 2007; J. Liu et al., 2020; Tan & Holub, 2018; Vroman et al., 2014; Weeland et al., 2017). The results of this study show that positive emotions can be influenced by both parents and literature (in this case, cartoons and animated films) as well. However, negative emotions are mostly influenced by their parents and other people around them who closely and directly interact with them. Particularly, the parents' emotions in this case mostly come from the mother because mothers are typically closer to the children than fathers. Mothers should maintain their positive emotions by discussing with the fathers how to do so.

Concerning the roles of teachers and other individuals in children's lives, this study reveals that teachers tend to have a more significant influence on children compared to other people. These findings are supported by several articles (Chen et al., 2019; Frawley et al., 2020; Otto et al., 2019; Papavlasopoulou et al., 2018; Z. Wu et al., 2018; Xie & Li, 2018). Therefore, if parents encounter issues related to their children's character development, they should communicate these concerns with their child's teachers. Additionally, parents should strive to shield their children from individuals with negative character traits by providing clear explanations of the adverse effects of such influences.

VI. CONCLUSION

Literary works, particularly cartoons and animated movies in the national language, can be used to influence children's characters. These influences can be both positive and negative. These changes occur because children are

accomplished imitators capable of mimicking what they see. It is a fundamental trait of children who are not selective in what they imitate. Therefore, if we aim to change their behavior in a positive direction, parents must intervene through language and work with teachers and other individuals in the child's environment. As such, parents, as policymakers within their homes, have a significant influence over their children. They must implement language planning as part of their interventions if they wish to nurture their children's potential. This, in turn, can lead to various outcomes, one of which is the development of their children's character.

ACKNOWLEDGEMENTS

The authors wish to thank to the Education Fund Management Institute–Research, Technology, and Higher Education Ministry and Finance Ministry of the Republic of Indonesia, for funding this activity through BPPDN (Basiswa Pendidikan Pascasarjana Dalam Negeri) No. B/67/DD3/KD.02.00/2019.

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