

Moral Values in the Short Story Ocean of Chocolate Milk by Renny Yaniar as Children's Character Development

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ABSTRACT: This research was conducted to reveal various phenomena in the lives of the characters in the short story *Lautan Susu Coklat* by Renny Yaniar which can be categorized as one of the short stories for children or children's literature. This research aims to describe the moral values in the short story *Lautan Susu Coklat* by Renny Yaniar. The type of research is qualitative with analytical descriptive methods. The data and data sources for this research are in the form of words and phrases that have moral value. Data collection uses documentation techniques. The object of this research is the short story *Lautan Susu Chocolate* by Renny Yaniar. The results of this research are discussed using a type of qualitative research, namely research in the form of words or sentences that reveal the moral values in the short story. From the results of research on moral values in the short story *Lautan Susu Coklat* by Renny Yaniar. There are several quotes. These quotes will be revealed in this research, namely first, conscience, a form of human reality that has awareness and feelings that are good or bad, there are nineteen quotes. Second, freedom and responsibility are someone who can provide accountability for what is done in relation to actions. Third, values and norms are something meaningful, while norms are rules as a benchmark for human behavior. Fourth, rights and obligations are something obtained from a person or group of people that must be carried out or abandoned.

KEYWORDS: Role of moral values, short stories, children's literature, children's character development

I. INTRODUCTION

Every thing encountered in life cannot be separated from value. The family is the first to instill values in a child as a provision so that in the future a child can immerse himself in the values that he will later encounter in society. These values will indirectly be embedded in a child through literature. Stories in literature can instill values in children without having the impression of being patronizing [1]. Considering that children are an investment in the future of the next generation as the golden generation, it is necessary to stimulate their development from an early age. The brain cells that children have from birth will not develop optimally if the stimulation given is inappropriate and does not support their development. The role of literature for children cannot be separated from fictional and imaginative literary works [2]. However, these fictional and imaginative results bring literary value that is enjoyable and has benefits. From creative imagination, complex human phenomena can be revealed which are areas for character development. One area of character development that needs to be implemented by parents is the cultivation of moral values [3].

Life is a choice. The choice that must be made immediately when someone decides to sacrifice their career rather than their family. However, the opportunity to get a good career doesn't always come twice. However, life's commitment requires that someone, whether they want it or not, have to choose to sacrifice one of two things that are equally important. Apart from that, "life requires choices" [4]. Sometimes the choices that

must be made in life are easy, for example when someone spontaneously moves to the side of the road because a vehicle suddenly approaches. This choice does not require careful consideration.

The choice need not be revealed as an appearance of value. Values are generally absorbed in the dominant value system in the cultural and social environment of society [5]. The most basic absorption of values occurs in the family environment. The family is the first to instill values in a child as a provision so that in the future a child can immerse himself in the values that he will later encounter in society. These values will indirectly be embedded in a child through literature.

Stories in literature can instill values in children without having the impression of being patronizing. Considering that children are an investment in the future as a golden generation, it is necessary to stimulate their development from an early age. The brain cells that children have from birth will not develop optimally if the stimulus given is inappropriate and does not support their development [4]. One area that needs to be developed by parents is instilling values and morals.

One of the positive habits of parents that has begun to be lost over time is reading children's literature, whether in the form of fairy tales or short stories as a guide for children at bedtime. In fact, the childhood phase is the best phase for developing knowledge and thinking. The proverb says "learning as a child is like carving in stone". The knowledge gained as a child will not be easily erased. Likewise, the influence of education and example from the characters in children's short stories that are read and told. Children can model good characters and consider bad ones. Short stories and fairy tales can arouse the imagination and sharpen children's souls to become more developed and objective towards situations [6].

The first period in a child's life (the first six years) is the golden period. In this period, children are very critical in finding out about things that are happening in their environment based on what they have observed and experienced. This period has a very deep influence on the formation of a child's character or personality [7]. Whatever is recorded in a child's mind during this period will have a great influence on his character as an adult.

One area that must be developed in early childhood education is moral values. By providing moral education from an early age, it is hoped that at the next stage children will be able to differentiate between good and bad, right or wrong, so that they can apply it in their daily lives [8]. This will influence whether or not children will be easily accepted by them. surrounding community in socializing.

Research on cultivating character values has also been carried out by [9] in international seminars, scientific meetings on Indonesian language and literature. However, this research was carried out in Indonesian language courses at universities. Based on the functions and goals of national education, it is clear that education at every level must be carried out systematically in order to achieve the goals. This is related to the formation of students' character so that they are able to compete, be ethical, have morals, have good manners, and can interact with society [10].

The development of moral values in early childhood must be carried out appropriately. If this cannot be achieved, then the moral message that parents convey to their children will be hampered. Instilling moral values in early childhood can be done in three educational centers, namely: family, school and community. Developing moral values for children needs to be done carefully. This is because children are in concrete preoperational development as proposed by Piaget. Moral values are an abstract concept so that in this case children cannot clearly accept what teachers and parents have taught them which are abstract in nature quickly.[11]. For this reason, parents and teachers must be smart determine the methods used to instill moral values in children so that the messages conveyed can be understood and become provisions for the future.

Value is everything that is valuable [12]. According to Koyan, there are two values, namely ideal values and actual values. Ideal values are the values that everyone aspires to, while actual values are the values that are expressed in everyday life. There are many media that can be used to instill moral values in children. One way is to use literary works. This is because literary works can be used as transmitters of messages by the author to the reader. This message is summarized in the themes, characters and messages outlined by the author in his story [13]. Authors send messages through their literary works about something they think and as a human problem to other humans. Literary works that can be used in this case are of course literary works that suit the child's thinking.

Literature functions as entertainment, a means of education, and a combination of entertainment and education. The function of literature as entertainment and educational means can be used to instill various values in its readers. This can cause the moral and social values conveyed to penetrate the human mind without realizing it as human creations which can be categorized as entertainment media [14]. The existence of literary works is an effective means of instilling values in humans.

Literary works are not only intended for adults. But there is also literature for children. Literature is read by children with the guidance and direction of adult members of a society, while the writing is done by adults [1]. Currently, the existence of literary works is an important part that cannot be separated from children's lives. As a world full of imagination, children can become very friendly with literary works. This can happen because in literary works the world of children's imagination is represented. Through literature, children can experience a world that is beautiful, simple and funny. Apart from that, it reveals the value of enjoyable education so that without realizing it, literary works can be an effective means of instilling educational and moral values in children. Literature contains an exploration of the truth of humanity. [15]. Literature can offer suggestions to readers to do something. Especially children as readers [16]. whose fantasy has just developed and accepts all kinds of stories, regardless of whether the story makes sense or not. The most important thing is that there is an effort to convey human values and spread them to other children.

The short story *Lautan Susu Chocolate* by Renny Yaniar is a work of children's literature that is full of moral values. This story not only presents an interesting story, but also contains messages that can help in developing children's character. This article will discuss the moral values contained in the short story and how these values can play a role in forming a child's character. In this short story there are values that reveal how conscience influences human attitudes. Everyone must be responsible for the freedom they have. Apart from having obligations, everyone also has rights that other people should pay attention to. What cannot be forgotten are norms that contain good values which will encourage other people to always maintain their behavior and be aware of the values that apply in society. This can be learned in its entirety in short stories for children.

II. RESEARCH METHODOLOGY

This research is qualitative research with descriptive analysis methods. The data and reference sources are literature from various sources. Descriptively, discovered and studied in depth to answer various basic problems according to the explanation above. The results of the analysis are presented in the form of descriptions and interpretations. Data analysis techniques include presenting and discussing data qualitatively and conceptually. Data analysis must always be linked to the context and construct of analysis. Context refers to the structure of a literary work, while construct is the construction of an analytical concept. This construct becomes the analytical framework.

Short stories and novels are forms of fiction. The definition of fiction here is as stated by Abrams [13] that fiction is "a narrative work whose contents do not suggest historical truth". Nurgiyantoro further explained that fiction is "a literary work that is fictional, imaginary, something that does not exist and really happened so that the truth does not need to be searched for in the real world".

[17] states that children's literature is literature that reflects the feelings and experiences of today's children which can be seen and understood through children's eyes. This means: literature intended for children is seen and adapted to the child's emotional level.

Not many studies of children's literature have been carried out by literary experts. This has an impact on the lack of a standard definition of children's literature. According to children's literature is literature that in terms of content and language is appropriate to the child's level of intellectual and emotional development. This understanding is based on the following point of view: first, based on the language used in children's literature, namely language that is appropriate to the child's level of development and understanding so that the language is easily understood by the child. Second, the messages contained in children's literature. The message is in the form of moral and educational values that are adapted to the child's level of intellectual and emotional development.

III. Moral Message in the Short Story Ocean of Chocolate Milk as Children's Literature

Moral Message in the Short Story Ocean of Chocolate Milk as Children's Literature The short story Ocean Milk Chocolate is a short story rich with a moral message. According to [18], there are several moral values that function to see the behavior of individual characters, namely: 1) conscience, 2) freedom and responsibility, 3) Rights and Obligations, and 4) Values and Norms. Some of these moral values will be applied to the short story Lautan Susu Chocolate

a. Conscience

Everyone generally has a conscience. Conscience is related to human morality which provides an understanding of the good or bad of an action that will be and has been carried out [18]. Conscience is related to the fact that humans have consciousness. Moral values containing moral messages are illustrated by the character Tio who has a conscience. Tio understands that her situation as an orphanage child cannot force her to impose her wishes on Mrs. Swasti, the caretaker of the orphanage. Follow the following quote.

Ah, it's okay, ma'am. "Hopefully later we can taste chocolate milk," said Tio.

He didn't want to see his kind mother in trouble.

Circumstances have made Tio a child who has a strong character and a noble conscience. At a young age, he was able to understand Mrs. Swasti when her strong desire to be able to enjoy a glass of chocolate milk could not be fulfilled. He wanted to understand the reason for the limited costs. He was able to comfort Mrs. Swasti's heart so that she didn't feel burdened by her desires. Apart from that, he was able to cheer up the mother of the caretaker of the orphanage even though her heart was sad and disappointed because of the teasing made by his friends at school about his ignorance about the taste of chocolate milk. When he came home from school, Tio looked gloomy. However, he became cheerful again when Mrs. Swasti provided special food. Hot rice and omelettes! Wow, apparently that day someone donated a basket of eggs to the orphanage.

Being accustomed to simple circumstances makes Tio a child who is full of gratitude because her conscience encourages her to do good and appreciate what other people have given her. This is sometimes rarely found in the current situation with the abundance of media that teaches children to be consumptive and want all their wishes to always be fulfilled by their parents. The short story "Sea of Chocolate Milk" by Renny Yanuar reflects how conscience plays an important role in children's daily lives. Conscience, or the inner voice that guides a person in distinguishing between right and wrong, is depicted through the decisions and actions of the main character in the story. In the context of this short story, conscience is seen in the way the main character interacts with his friends and in his actions to achieve his goals without sacrificing moral values.

Conscience, or often referred to as "conscience" in psychology, is a concept that refers to an individual's ability to differentiate between right and wrong based on internalized moral values. Kohlberg developed a theory of moral development consisting of three main levels: pre-conventional, conventional, and post-conventional, each of which is divided into two stages. Conscience develops along with the individual's moral development through these stages, namely pre-conventional: morality is determined by external consequences. Second, conventional: morality is based on social rules and the desire to fulfill social expectations, third, post-conventional: Morality based on personally chosen universal ethical principles.

b. Freedom and Responsibility

Bartens [18] explains that freedom is a state of society that is not bound by the values, norms and rules around it to carry out the actions it wants, while responsibility is the answer to the actions or deeds carried out. Freedom is a familiar reality of human life. Apart from that, freedom can sometimes be interpreted as arbitrariness. The main character of the short story Lautan Susu Coklat is Tio, while another character related to Tio is Nana, who is Tio's classmate at school. Nana accidentally laughed at Tio when Tio asked Tio about the taste of chocolate milk. After Nana laughed at Tio, the other classmates laughed at Tio too. Follow the following quote.

"What? Have you never drunk chocolate milk?" asked Nana.

Tio nodded solemnly.

"Hua...ha..ha...very funny!" laughed Nana.

The whole class looked at him.

The amusement that came to Nana's mind when Tio asked was a human thing. Nana has parents who can give her chocolate milk whenever she wants. Meanwhile, he doesn't know what the situation is like for the children in the orphanage who have to share their lives with other children. However, her responsibility made Nana realize that in life you have to share.

Thank Nana and her mother. "They sent it to us," said Mrs. Swasti. Erikson believed that the development of conscience occurs through a series of psychosocial stages that individuals encounter throughout their lives. Erikson, [16]. guilt: At the pre-school age, children learn to initiate their own activities and develop a conscience as they respond to the moral judgments of parents and society.

Basic Needs Theory (Basic Psychological Needs Theory) is a sub-theory of Self-Determination Theory (SDT), which was developed by Edward Deci and Richard Ryan. This theory focuses on three basic psychological needs that must be met for optimal well-being. First, Autonomy: The need to feel that we have control over our own actions and act in accordance with personal values and interests. Second, Competence: The need to feel capable and effective in interacting with the environment and achieving desired results. Third, Relatedness: The need to feel connected and accepted by other people. Freedom in this context is the ability of individuals to make choices based on their autonomy. Responsibility arises when individuals realize the consequences of those choices and act in accordance with their own values. The concepts of freedom and responsibility in psychology are fundamental to understanding human behavior. Theories from Deci and Ryan, Erikson, the existential perspective, and Bandura provide diverse insights into how individuals make choices and take responsibility for their actions. Freedom allows individuals to act according to personal values and interests, while responsibility ensures that they bear the consequences of their actions, which is key to psychological growth and well-being.

c. Rights and obligations

Rights and obligations have a reciprocal relationship. Rights are claims that constitute recognition of the property of an individual or group, while obligations have a reciprocal relationship with rights. Obligation is a necessity to do something [18]. Tio felt unhappy when her right to ask questions was violated. He asked about things he didn't know. Instead of getting an answer, he instead became the object of ridicule Suddenly Nana stopped laughing and shouted, "Tio wants to know how chocolate milk tastes!"

"Ha ha ha..." the other kids laughed too.

Laughter filled the entire class.

Tio looked down. Her face flushed with embarrassment. He wondered, was it strange for her to ask about the taste of chocolate milk? As a good friend, Nana feels she has an obligation to carry out Tio's wishes. He and his mother made it possible for Tio and her friends at the orphanage to enjoy chocolate milk that was difficult for them to enjoy.

Nana and her mother gave several large cans of chocolate milk so the orphanage children could taste it. I can't believe how happy Mrs. Swasti was to see Tio and the other foster children happily enjoying chocolate milk. That day and the days to come they will still enjoy that delicious drink. Rights and obligations are key concepts in human development that are studied from various psychological perspectives Anggraini [19].

Kohlberg's theory of moral development provides an in-depth view of how understanding of rights and obligations develops with age. Erikson linked rights and obligations to psychosocial crises that must be resolved at every stage of life. Bandura shows how rights and obligations are learned through social observation and self-regulation. Humanistic psychology emphasizes the importance of individuals' rights to achieve their full potential and the obligation to respect the rights of others. All these theories show that rights and obligations are an integral part of human psychological and social development.

d. Values and Norms

Values are something that is sought after, something that is pleasant, something that is liked, and something that is desired, while norms are rules, standards or measurements [18]. Something that has value will be glorified and norms can act as a binder to control values. Value is seen in the friendly relationship between Tio and Nana. Even though initially Tio's heart felt hurt by Nana's attitude, Tio appreciated what Nana did to atone for her guilt. Pay attention to the following quote.

"Tio, I'm sorry. I was naughty yesterday. I find it funny that you ask about the taste of chocolate milk. I drink it every day and I just found out that there are people who have never drunk it. I am sorry?" asked Nana. Apart from that, the norm of appreciating and respecting other people is an attitude guideline that Tio has successfully implemented as a good child. Even though he was disappointed with Nana, he didn't want to say thank you he said. Apart from that, norms teach us to care about the fate of other people. Nana and her mother gave several large cans of chocolate milk so the orphanage children could taste it. I can't believe how happy Mrs. Swasti was to see Tio and the other foster children happily enjoying chocolate milk.

That day and the days to come they will still enjoy that delicious drink. Norms can teach us to share and respect other people because every time we go through a life process, we need other people to give color and give life lessons. Norms in short stories for children are a key element that helps in forming children's character and moral values. Through characters, themes, storylines, dialogue and narrative, these norms are conveyed in a way that is interesting and easy for children to understand. Short stories not only entertain but also function as an effective educational tool [20].

Apart from the moral values related to the above, it can be seen that things that constitute character development for children are seen from various sides. According to Kohlberg [21], child character development focuses on the way children develop the traits, values and morality that shape their character. There are several main theories that explain how children's character develops, including moral development theory, psychosocial theory, and social learning theory. This can be seen from several things, namely:

1. Honesty

Honesty is one of the main moral values highlighted in this short story. The main character in this story always tries to be honest in all his actions, even though he faces difficult situations. This teaches children about the importance of being honest in everyday life.

2. Hard work and persistence

This story also emphasizes the importance of hard work and perseverance. The main character is described as a child who does not give up easily and always tries to achieve his goals even though he faces various obstacles. This teaches children to always try and not give up easily when facing challenges.

3. Caring and Empathy

Caring and empathy for others are also important values in this short story. The character Nana as a friend who initially did not know about the problems her friend was experiencing, finally showed a caring attitude towards her friends and always tried to help them. This can teach children to be more sensitive to other people's feelings and to always be kind to each other.

4. Responsibility

Responsibility is another moral value that can be found in this story. The main character shows a responsible attitude in completing his tasks and in maintaining the trust given to him. This can also be seen how Mrs. Swasti's attitude as an orphanage caretaker can be a good mother for the orphanage children she cares for by trying to understand them and giving good advice even in situations of disadvantage. This teaches children about the importance of responsibility in their every action.

Literature, especially short stories such as "Sea of Chocolate Milk", can be an effective tool in developing children's character. Through stories that contain moral values, children can learn about various positive attitudes and behavior. Reading stories that are inspirational and full of moral messages can help children shape their characters into better individuals. Indirectly, works produced by writers in prose form, ranging from short stories to long stories (novels), enable readers to have a positive attitude towards the development of Indonesian literature [22]. By reading short stories or fairy tales to children, you can indirectly provide understanding without having to give advice.

IV. CONCLUSION

The short story "Sea of Chocolate Milk" by Renny Yanuar not only provides entertainment for children, but also provides valuable moral lessons. Through this short story, children can learn about the importance of listening to their conscience, understanding their rights and obligations, respecting social values and norms, and exercising freedom responsibly. The scope of moral values starts from conscience, freedom and responsibility, rights and obligations, and values and norms cannot be separated from real, everyday life experienced by children and adults. The development of children as the golden generation can be stimulated by a variety of learning using various media and methods. The introduction of each character in a children's literary story is the simplest moral instillation but can have a long-term effect on children. Just by spending a few minutes of time with your child by telling stories or buying your child a literary work. Based on the attitudes and behavior displayed by the characters in the short story Lautan Susu Coklat by Renny Yanuar, it will be in accordance with the function of literary works which can provide benefits and pleasure. Based on this, it is hoped that children's inner experience of moral values will be enriched and children's literature can also foster an attitude of love for literature while developing their character as a golden generation.

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Attachment

OCEAN OF CHOCOLATE MILK

Tio is one of the residents of the Kasih Orphanage. Like other children living in the orphanage, Tio does not know family love. He doesn't know who and where his parents are.

There's a lot that Tio doesn't know, but there's also a lot that she wants to know. What he most wants to know right now is the taste of chocolate milk. Until she was eight years old, Tio had never tasted chocolate milk.

"Mother, how does chocolate milk taste?" Tio asked Mrs. Swasti, the old lady who owns the orphanage.

Mrs. Swasti smiled even though her heart was sad.

"If I had money, I could definitely buy chocolate milk for the children," he thought.

"Chocolate milk tastes sweet and delicious. It smells good. Ah, how do you explain it, huh?" said Mrs. Swasti confused.

Ah, it's okay, ma'am. "Hopefully later we can taste chocolate milk," said Tio.

He didn't want to see his kind mother in trouble.

Swasti's mother was moved. He stroked Tio's hair.

Tio really wants to know the taste of chocolate milk. Warm chocolate milk in a large glass. Hmm... Tio's saliva almost fell. He once saw a child drinking chocolate milk in a restaurant. Tio saw it from behind the window.

"Nana, please tell me how chocolate milk tastes," whispered Tio to her seatmate.

At that time Tio was in class. The teacher is teaching art.

"What? Have you never drunk chocolate milk?" asked Nana.

Tio nodded solemnly.

"Hua...ha..ha...very funny!" laughed Nana.

The whole class looked at him.

"What's wrong Nana?" asked the teacher

Nana was still laughing out loud. Her tears almost fell.

Suddenly Nana stopped laughing and shouted, "Tio wants to know how chocolate milk tastes!"

"Ha ha ha...!" the other kids laughed too.

Laughter filled the entire class.

Tio looked down. Her face flushed with embarrassment. He wondered, was it strange for her to ask about the taste of chocolate milk?

Tio didn't know that all her friends often even drank chocolate milk every day.

When he came home from school, Tio looked gloomy. However, he became cheerful again when Mrs. Swasti provided special food. Hot rice and omelettes! Wow, apparently that day someone donated a basket of eggs to the orphanage.

When night fell, Tio prayed, "God, help me, I want to know the taste of chocolate milk"

He fell asleep smiling.

A few moments later Tio felt like she was on the ship. It is in a vast ocean of chocolate milk. Smoke rose from the ocean. It looks like the chocolate milk is quite warm.

On board the ship was a female ship captain. He is very brave and beautiful. The captain of the ship ordered his crew to lower the rope bucket. Then they raised a bucket of chocolate milk.

The captain took a cup of chocolate milk from the bucket. "Try. You've wanted it for a long time," said the beautiful ship captain.

"Thank you Captain", said Tio.

He looked at the warm chocolate. He inhaled the aroma of chocolate milk. Hmm...very delicious. Tio got ready to drink it.

Suddenly the ocean of chocolate milk churned and the ship rocked. The cup of chocolate milk in Tio's hand spilled. He panicked. In that panic, he was disappointed because he had not had time to drink chocolate milk.

"Tio...Tio...wake up!" said Rido, his friend at the orphanage.

"Ouch...what's going on?" Tio asked.

"You are called Mrs. Swasti," said Rido.

"Uuuhh...Rido. You're bothering me. "I was just about to drink chocolate milk," complained Rido.

Tio immediately washed her face and brushed her teeth. He immediately approached Mrs. Swasti.

"Tio, there are gifts for you and also for your friends at this orphanage," said Mrs. Swasti.

"Present?" Tio asked. He has never received a gift.

Mrs. Swasti pointed to the table. On the table there were several glasses of hot chocolate milk.

Tio smiled broadly. Slowly he approached the table. Then, he raised the glass carefully, he didn't want the drink to spill.

Tio tasted it. Ahhh...chocolate milk turns out to be very delicious. Tio drank it little by little. He wanted to enjoy this precious drink.

Plok...plok...plok! Suddenly applause filled the room. Tio also stopped drinking.

"How does it feel Tio?" asked Mrs. Swasti.

"I wonder how? It's hard to explain, but it's delicious. "Thank you, ma'am," said Tio happily.

Thank Nana and her mother. "They sent it to us," said Mrs. Swasti.

Nana then appeared from behind the door.

"Hi Tio!" Nana said smiling shyly.

Tio is still angry with Nana. However, he remembered what Mrs. Swasti said that the chocolate milk was from Nana. Tio was a bit disappointed.

"Thank you Nana. Why are you giving me chocolate milk?" Tio asked.

"Tio, I'm sorry. I was naughty yesterday. I find it funny that you ask about the taste of chocolate milk. I drink it every day and I just found out that there are people who have never drunk it. I am sorry?" asked Nana.

Tio was silent for a moment.

"Of course. You've given me chocolate milk. Thank You. "Now I know the feeling," said Tio finally.

Nana also felt relieved.

Nana and mother Yes, give several large cans of chocolate milk so the orphanage children can taste it.

I can't believe how happy Mrs. Swasti was to see Tio and the other foster children happily enjoying chocolate milk.

That day and the days to come they will still enjoy that delicious drink.

(By Renny Yaniar)