



Character Education in Novel Mendayung Impian and Chiangmai by Reyhan M Abdurrohman

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<http://dx.doi.org/10.18415/ijmmu.v8i2.2327>

Abstract

This study aims to describe the character education in the novel Mendayung Impian and Chiang Mai. The novel Mendayung Impian contains the persistence of a character to achieve goals, while the Chiang Mai novel contains the search for the identity of a young man in facing life. The method used in this research is qualitative research. The validity of the data is in the form of theoretical triangulation. The results of this study are that there are three values of character education that stand out, namely hard work, social care, and being friendly.

Keywords: *Character Education; Literature; Novel*

Introduction

Character education actually becomes someone who is nobler. It is time for the community to uphold and apply any aspects of character education in life. Lickona, (2016: 82) character education is directed not only to develop the noble values individually, but also to develop further components of cooperation. Good character refers to the good things, desiring good things, and practicing goodness, habits in thinking, habits in heart, and habits in actions.

Currently, the Indonesian nation is experiencing decadence in character education, which is marked by the increasing number of immoral acts committed by students. Many students when faced with difficulties, students do not struggle and give up. It can be seen that when approaching the national exam, students look for another way, namely by using the answer key. This phenomenon is still common in today's life.

The case of the decline in the character of the nation will not stop, if there is no reminder of the importance of living a moral life. Strengthened by Gufron, (2010: 13) society in the present era is experiencing a character value crisis, it is proven that many officials have committed criminal activities and acts of corruption. This category has a bad character value. One way that can be done is to integrate the value of character education into the learning curriculum in schools.

Character education in schools has always been a system. This is related to the research which states that character education in the public school system reflects the pedagogical education currently used is a transformation model (Rizo and Mira, 2016: 133). The importance of character education must be encouraged from an early age so that in the future people who behave well in accordance with existing character education. Based on this phenomenon, media is needed to strengthen character education through literary works. Literature has two main benefits or functions as expressed by Horatius, namely *dulce et utile* (in Latin, sweet and useful). *Dulce* (sweet) means very pleasant or enjoyable, while *utile* (useful) means that the content is educational (Mikics, 2007: 95).

Literary works contain the reflection of life that humans feel. Literary works are used as a way to find character education because they contain positive value substances that can be applied in everyday life. Literary works can form a harmonious personality. Character education is an essential need in the era of digital technology that has spread widely in all corners of society. Surastina (2018: 7) literature has a prominent function as entertainment for fun inner games. The function of literature is adjusted to the conditions and interests of the supporting community. Literature is able to bring readers into the world of imagination.

Literary works that contain character education values include novels. Novel is one of the literary objects that has an important role in dealing with life. Studying novels has an important role in helping the younger generation to have a better personality. Learning social values is very important so that students can distinguish between good and bad. Bad character can arise from a society that does not understand the meaning of morals. The impact caused by the decline in character education is the existence of immoral acts in society. Therefore, there must be parties who reinforce the importance of character education. Teaching literature can arouse students' imagination when reading books, thereby changing the morale and character of Bohlin, (2005: 26).

The novel *Mendayung Impian* and *Chiang Mai* has positive values for readers who are confused in life or for readers who want to correct moral behavior. Both novels have many constructive values including hard work in living life, social care for fellow humans, and communicating. The value of character education is manifested in every occurrence of the characters told in the novel. The novel *Mendayung Impian* and *Chiang Mai*, although the storytelling is different and the characters are different, they have the same values of character education that can be taken for readers, including hard work, social care, and being friendly.

The existence of this research is expected that the younger generation will have good character and can apply it in everyday life. Based on the description above, the problem statement is how the character education in the novel *Mendayung Impian* and *Chiang Mai* is formed?

Method

This research is a qualitative research with content analysis. Creswell, (2018: 4) argues that qualitative research is methods for exploring and understanding the meaning that some individuals or groups of people think come from social or humanitarian problems.

The data which is used used in this research were the value of character education and the data sources came from novels. The documentation study technique refers to references in the form of indexed and reputable journals and books related to the problems and objectives of the researcher. Data collection techniques in this research were in the form of library techniques, listening, and taking notes.

Research is considered valid if the truth made by the researcher must be reasonable, supported by a lot of empirical data, and the continuous increase in data validity in various data and the relationship

between the two can be considered (Neuman, 2014: 220). The data validity is in the form of theoretical triangulation in the form of character education and is tested based on the theory is used in analyzing.

Results and Discussion

1. The Value of Educational Character of *Medayung Impian* Novel

a. Hard work

Hard work is defined as behavior that shows serious efforts in overcoming various obstacles to learning and assignments, and completing tasks as well as possible (Gunawan, 2012: 33). Actions that show seriousness in achieving something that is being experienced. With hard work, a person can achieve the dreams that are achieved. Even though you have to overcome obstacles, it is from hard work to make someone motivated. There are several forms of hard work played by characters in the novel *Mendayung Impian*.

"Come on, Apai, give an example first," said Zali after he finished copying the poem.
 "Wow, actually Apai can't. Apai did audition for a poetry competition during elementary school. That too failed. " "Just try, Apai." Wulan encouraged me.
 "Alright." (Abdurrohman, 2014: 194).

Zali and Wulan looked excited when Apai gave examples of reading poetry. Even though Apai is not good at reading poetry, Wulan is still encouraging. Apart from being taught by Apai, routine training is also carried out at the school which is guided by Lestari. A form of hard work was also seen on the way home from the race.

Wulan looked scared in the boat next door. Vano was also a little afraid of lightning and thunder. But, he still tried to be strong. Be brave. Although the lightning came repeatedly right above him (Abdurrohman, 2014: 219).

A form of hard work paid off to get a trophy during the race, but on the way Wulan and Vano felt terrified when lightning and thunder started to strike. They tried to keep their spirits up when they got on the speedboat without wearing raincoats.

b. Social care

Attitudes and actions that always want to provide assistance to other people and communities in need (Listyarti, 2014: 7). Social care is not only in the form of thoughts and feelings, but doing actions to participate in the social environment. One certainly cannot live without the help of others, so it is necessary to have a caring attitude. The form of social care is challenged in the novel *Mendayung Impian*.

"Inai." Vano tried to get up and sit down.
 Never mind, Pan. Just lie down. You are still pale, "said Inai Atin.
 Apai Sahat looked back at Inai Atin.
 "Please come in. Please sit." "Please come in, Lestari. Let me make you a drink first. "
 (Abdurrohman, 2014: 121).

Humans as social beings do not only care about themselves but for others. Inai Atin and Lestari visit Vano when he is sick at Apai Sahat's house. Apai Sahat invited him to come in and make a treat for

Inai Atin and Lestari. A form of social care is also seen when Vano wants to help pay off Lestari's family debt.

"I am Lestari's friend. Is it because of the money? How much money is Apai with that man? I'll try to help. "

(Abdurrohman, 2014: 238)

"Never mind, Pan. Thank you for your good intentions. "

"But, I will still help you Lestari. I don't want you to marry that man because..."

Vano hung his sentence. (Abdurrohman, 2014: 239).

Having a caring soul is needed by humans. The community environment also needs to apply a caring attitude in order to create a high sense of brotherhood and cohesiveness. The Vano character wants to pay off the debt from Lestari's family because if it is not repaid, Lestari will be asked to get a forced marriage. Vano feels sorry because Lestari has to take care of the children who go to school.

c. Friendship or communicative

From an early age, children need to be equipped with a communicative character so that when they grow up they can communicate well and adapt easily to other people. A communicative attitude can develop if this communicative ability is accustomed to during the learning process at school and in the community area.

Inai Atin smiled. "Is there anything I can help ?"

"Well. Topan intends to serve, help teach here. He's smart, you know. Can speak English too, "explained Apai Sahat, a little praising.

Inai Atin looks happy. "Okay. But, yes, this is our condition. Far from being worthy. But the children here have a lot of passion for school. There are six classes here, but only two classrooms. In class only three or four students. "

"It is okay." Vano smiled. He was not surprised by the conditions described by Inai Atin (Abdurrohman, 2014: 83).

The novel *Mendayung Impian* shows a form of communication. Apai Sahat spoke to Inai Atin and conveyed that Vano's goal was to serve at Inai Atin's school. The existing school is far from appropriate, this is an explanation from Inai Atin. The existence of communication between characters causes the information received to be clear, thus creating an open relationship in carrying out activities.

2. The Value of Character

Education in Chiang Mai Novel

a. Hard work

Hard work can be interpreted as behavior that shows serious efforts in overcoming various learning and assignment obstacles, and completing tasks as well as possible. (Listyarti, 2014: 6). Attitude to work hard in life is necessary in achieving desires. Manifesting a genuine attitude is not always associated with physical strength. Doing work in earnest in the novel can be seen in the following quote.

With all the taunts, Em was excited to keep the relationship going. Em is determined to prove that his relationship with Nok will long lasting until one day they are reunited (Abdurrohman, 2019: 27).

Based on the quote, it is a form of Em's seriousness in maintaining his relationship, even though there are lots of ridicule from friends. Em is very confident that his relationship with Nok will last. The form of hard work is seen by the character Kaeo when going to Chiang Mai to find his father.

"Okay, Em, let's start the adventure!" exclaimed Kaeo excitedly. His enthusiasm was clearly visible from the look in his eyes and on his face. Kaeo seemed very confident that he would have a better life in Chiang Mai (Abdurrohman, 2019: 131).

Em's enthusiasm seemed to wear off when Buppha contacted Em. Kaeo gave encouragement to those who started their adventure in Chiang Mai. Kaeo is sure that he will find a good life.

b. Social care

A caring attitude really needs to be developed for students, with this attitude students will learn to appreciate, love, and love other living things. Social care contained in the novel can be applied in everyday life. Evidence from the forms of social care contained in the novel is as follows.

Not caring about the contents of the house that was super messy, Em immediately approached Kaeo and took Kaeo's head. Kaeo's eyes closed. Em put his ear in front of Kaeo's nostrils, and then put his ear to Kaeo's chest (Abdurrohman, 2019: 49).

Em carefully put Kaeo's head back on the floor, and then he darted out to find another taxi. Before long, he was back. Assisted by a taxi driver, Em put Kaeo in a taxi and took him to the nearest hospital (Abdurrohman, 2019: 49).

The quote above describes the value of character education in the form of social care. Social care deeds illustrate the form of caring for others shown by Em's character saving Kaeo from criminals, besides that the taxi driver also provides assistance to save Kaeo by taking him to the hospital. Em really cares for Kaeo when he is hit by an accident.

Dao then peels the apple and feeds it to Kaeo. Together with Dao, Kaeo can be spoiled. What's more, in his current state, Dao is more concerned with Kaeo (Abdurrohman, 2019: 53). "You're not coming home? It is late." Kaeo glanced at the clock hanging on the front wall. Em also turned to the clock. "Later. I want to accompany you." "Check your cellphone. Your mom must have texted and called you many times. Come home already! I am alright." "Your mother must be very worried. Go home. Don't be stubborn. I don't want you to be scolded because you are waiting for me (Abdurrohman, 2019: 51).

The form of social care between Em and Kaeo's characters can be seen when Em is waiting for Kaeo when he is sick. Even so, Kaeo also paid attention to Em when the time had shown it was time to go home. Kaeo reminded Em to go home immediately because he was worried that Em was wanted by his parents. Kaeo didn't want Em to be scolded by Buppha.

c. Friendship

Actions that show a sense of pleasure in speaking, associating, and collaborating with others (Listyarti, 2014: 7). The purpose of cultivating a communicative character in students is to create a comfortable social atmosphere, so that interactions arise between teachers and students and with fellow friends well. The inculcation of communicative character can also be seen in the form of communication with others.

"You are lying! Tell me, your friend. Don't hide it yourself. I also usually tell you if there are problems with Mae, Phoo, and Nok. " "I do not lie!" Kaeo's tone went up one level. Maybe he was annoyed by Em's babble (Abdurrohman, 2019: 40).

Kaeo grabbed Nok's shoulder. "Nok, please take care of Em, I want to go for a moment. If he realizes and asks me, just say I'm looking for a job. "

"You don't want to see him wake up?" (Abdurrohman, 2019: 185).

Kaeo and Em are two best friends who communicate frequently. The form of communication is in the form of personal and family stories. A communicative form when Kaeo and Em tell each other's stories. Kaeo also gave a message to Nok that Kaeo was going to meet Virote. Kaeo leaves when Em was still unconscious and told Nok to inform Em that Kaeo looked for work.

Conclusion

The novel *Mendayung Impian* and *Chiang Mai* contained education character values. The novel *Mendayung Impian* told about a character who worked hard to achieve noble goals, but the parents of the Vano character don't approve of it until Vano runned away from home to go to Meliau to become a teacher. In addition, Vano, Lestari, Wulan, and Zali came home with trophies, even though they were on the way by speedboat and it was raining on the way home. *Chiang Mai's* novel contains a form of hard work while adventuring in *Chiang Mai*. This needed to be applied in everyday life so that people remained enthusiastic and work hard in carrying out life. Not doing useless activities and doing things with good intentions and earnest.

The form of social care could be seen in the novel *Mendayung Impian* when the character Vano is sick when visited by school residents and the character Vano helps Lestari when Lestari's parents are in debt. The *Chiang Mai* novel also found character education in the form of social care between the characters Em, Kaeo, and Nok when Em was lying unconscious in the hospital. Being a social being in society, humans must have a socially caring attitude towards each other, help each other, and be indifferent to others.

The novel *Mendayung Impian* contained good communication, which occurred when Vano came to meet Inai Atin to communicate smoothly. Apai Sahat conveyed the intention of Vano's arrival and Inai Atin was happy. Inai Atin also explained the school system that Vano would teach in. The *Chiang Mai* novel also found character education in the form of communication or friendship. Em and Kaeo were two best friends who were always together. When Em comes home late, Kaeo always told him not to get angry. Em wanted Kaeo to tell Em about his family. The existence of good communication would not be mistaken when listening. Communication has an interest in giving meaning to every interaction that occurred so that there was no misunderstanding. Good communication must be applied in the life of every creature.

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