

Literature Study Building Character Education Through Novel

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Abstract: Indonesia is currently experiencing a moral decline because some teenagers commit immoral acts. These actions are expected to be immediately eliminated by re-instilling character education. It can be done in various ways, one of which is through literary works, or novels to be more precise. The values of character education in a novel are expected to be role models for today's youth through the attitudes and actions of fictional characters. Objectives: To find various ways to instill character education values into students through novels. A systematic review through a review of journal articles on character education through novels to describe and explain character education in the content of the novel. Data collection through various types of articles is accessed from the databases of Google Scholar, ScienceDirect, and many other article search engines. This systematic review shows that the inculcation of character education values through novels for teenagers can now be carried out optimally. The attitudes, actions, and stories of each fictional character bring out the values of character education for students. Conclusion: the results of the study contained messages contained in each novel to be used as a medium of learning for adolescents both in the family, school, community environment.

Keywords: Character Education; Novel.

I. Introduction

A great nation is characterized by a strong character with high competence, grows and develops by applying the values of goodness in real life. The implementation of these values must be hampered by the emergence of moral decline that occurs in people's attitudes and behavior. This is indicated by social indifference, among others, lack of sympathy, the decline in the polite attitude of teenagers, the culture of mutual respect begins to erode, the attitude of mutual cooperation and mutual assistance begins to decline. Several incidents related to the moral decline of adolescents occurred in various regions. Examples are conflicts between students from different schools, pornography, racism, bullying, and even criminal acts. Although not everything happens in every region of Indonesia, ironically, the main subject is students.

As a child of the nation, we aspire to build the future of the nation through positive character education and increase moral values for teenagers. Building their character today means determining where Indonesia's future will take. Character education plays an important

role in aspects of educational development in the era of globalization. This is also necessary because in the face of globalization, knowledge and morals are needed. There are many ways to build character and one of them is through literature.

Literary work can essentially be considered as a medium that defines life through language because it usually comes from real life problems. The relationship between expressions or reflections of how people feel about life. Therefore, literature is a cultural product to develop the values of the nation's character by representing ethical values (obedience, honesty, friendliness, courtesy, courage, independence, etc.), norms, education, and teaching.

Literary works are included in cultural literacy activities. Analysis of literary novels can instill character values in readers through the characters and stories they create. Connoisseurs of literature must always implement the positive values contained in a literary work into real life. In addition, the work can also be used as a means of entertainment. In addition, literary works are quite relevant to character education because they contain moral educational values [1] Expressions

and expressions through the role of characters in the novel can help the reader in increasing the visual imagination into the mind, which is able to influence feelings. The reader is hypnotized by the storyline contained in the novel. So it is very easy to accept the moral message and positive attitude in the novel, this is influenced by the right diction.

[2] state that one of the most accepted and influential literary works is the novel which contains the values of religious, cultural, social, moral, and character education. This is one of the media used in realizing character education. By reading novels, readers/literary connoisseurs can reveal the positive values of the story. It also presents the author's description of human life and contains issues that will be chained into a conflict. It can also convey complex life problems [3] The details of the problems in the novel can be understood by the reader to help self-understanding in every conflict that occurs in the elements of everyday life. The role of the character can be adapted to the review where the antagonist role has a character that opposes the truth, often causes riots and conflicts in aspects of life. Likewise, the protagonist has a proper life as an example of the values of honesty, courtesy and good character. These two characters will influence the reader in analyzing the story in the novel.[4]

Characters that are reflected in immorality in the novel's storyline can affect the reader's emotional level and thoughts that are less pleasant. Vice versa. Not all antagonist roles are ignored by readers, even among readers who have an idol in the antagonist role because they have a high attitude and courage and are able to take risks in every problem they make. The role of the reader in the novel has the freedom to determine the model of the favorite character. A good literary work has many implied messages for the reader. For example, one of the messages we can take from Tere Liye's novel entitled "Pulang" is about remembering parents' messages and having clear and strong goals. This is an example that must be used as character education for the younger generation and needs to be taught to build a virtuous generation. Because character education can

help children develop both physically and mentally [5] [4]

Character is divided into two things, the first is a positive character and the second is a negative character. The value of character education is able to make readers reflect and encourage them to think and act consciously which is guided by honing, loving, and nurturing each other. The purpose of mutual sharpening is to provide learning, correcting, and giving advice. Basically sharpening aims to educate. Basically compassion aims to love, while caring for each other is meant to take care of each other, care for each other, take care of each other, and help each other. Basically the attitude of mutual care aims to foster each other. Character education can be understood as the development of character values that exist within a person, then applied in everyday life as members of a religious, productive, nationalist, and creative society [6]. These values provide learning to be able to behave and act according to the rules, religious and state norms with the aim of forming a harmonious, prosperous and caring society.

The development of the character of today's youth is still in the realm of learning and understanding. It is undeniable that there are videos on YouTube, soap operas and Indonesian drama shows as well as Korean, western, animated dramas. Has started to be involved in the role of youth figures. Life in cyberspace actually has big challenges in digital-based globalization education. Currently, the identity crisis and the moral crisis are still hot topics of conversation. Efforts that must be developed by the world of education are being able to explain, guide and direct the goals and objectives of the role of virtual media or print media. Without any explanation, direction and guidance from education observers it can be felt that they tend to be neglected. Although there is a moral message with modeling purposes. However, the Indonesian people are still unable to digest a show when it is not given a warning and explanation.

The influence of the role of literature on moral development in Indonesia is very large. Character

education is not just knowledge, but more on aspects of development and implementation in everyday life, so that it can make a positive contribution to the surrounding environment. Character education has a higher meaning than moral education, because character education is not only related to the issue of right/wrong, rather, it refers to how to instill positive habits in everyday life with self-awareness without coercion from others. In addition, character education also trains a person to commit to himself in applying positive things in his daily life [7]. Adolescents who have irresponsible personalities will find it difficult to get used to living politely, well, and obeying the rules. Bad behavior or habits often become a modern live style that is in the mindset of the teenager. Such mistakes become a benchmark that the success of character education boils down to the awareness of each individual.

The value of character education is a very important value to be reviewed today. One of them is marked by the rampant character education crisis that is currently happening, the moral decline of the younger generation as one of the important factors to become a character strengthening proclaimed in the latest Permendiknas. Character education can also be referred to as education of noble values originating from the culture of the Indonesian nation itself with the aim of fostering the personality of the younger generation [2]. Character tends to an attitude that can be observed directly through actions, speech and character. The moral aspect inherent in adolescents can be felt by partners in developing communication, it can be felt by the community that there is the value of truth and compatibility between the personal self, social community and empirical evidence of realizing peace and friendship.

To understand a literary work is not an easy thing to understand. Many things need to be considered such as understanding the concept of the storyline, the involvement of the reader's background, the character of the reader, whether the reader tends to have a helpful character, or not. This is for example, in living real life or imagining having an influence from the reader himself, the book or novel being studied and the

sharpness of the analysis of a story to the stage of making a decision to determine whether a character is good or not. [8] states that character education can be carried out by learning literature in schools. Because basically literary works contain positive values from each story expressed by the author, so these positive values can be taught to students. The values of character education contained in a novel are very important to be read to the younger generation.

Because the novel can provide a picture of a noble character, thus allowing the younger generation to imitate him. Students are expected to be able to emulate the value of character education that appears in the novel *Anak Rantau* by Ahmad Fuadi through the actions in each dialogue. Character education, especially the value of honest character education, hard work, and sincere learning in everyday life. One example of the value of moral character education is giving advice. Giving advice is a communication activity, where the actor provides input/advice/even gives advice that is considered good by the interlocutor. This is also done by the characters in every conversation. From every conversation, each character emerges [9][10].

Character can be defined as a teenager's way of thinking and behaving to live and work together with others, both in the school, family, community, nation and state environment. Another definition of character is a very important part in social life (describes the nine pillars of character, namely 1) love of God & all of His creation; 2) leadership & justice; 3) generous, helpful; 4) respect & courtesy; 5) independence & responsibility; 6) tolerance, peace & unity; 7) confident, hardworking, & creative; 8) kind & humble; and 9) honesty/trustworthiness. [11] revealed that a person with good character can be characterized by good moral qualities. There are several ways in forming one's character, for example by example, integration, and discipline. Character is seen as a picture of someone who has a big influence in his life [12]. Teenagers with character can be categorized as productive assets of the nation. Able to build a healthy environmental culture, create harmony, and values or norms according to

Pancasila. Able to raise the dignity of the nation and create noble character.

To shape one's personality character, religious character values are also needed. Religious character is the first step in cultivating the nature, attitude, and behavior of diversity during the development period. The character of honesty is characterized by attitudes and behaviors that reflect the unity of knowledge, words, and actions as a person who can be trusted. For Muslim youth, it is appropriate to provide an example of modeling religious attitudes. Based on the five pillars of Islam. Able to uphold the guidelines of the holy book Al-Qur'an and Hadith of the Prophet. In principle, these two guidelines can help guide an adolescent's actions. Oriented to the teachings of Islam that kaffah with rahmatallil'alamin form an honest, sincere and responsible person. Stay away from prohibitions and carry out His orders.

2. Materials and Methods

This study uses a qualitative type of library research design through a systematic review of reviews of novel analysis of character education journal articles. The inclusion criteria used were character education contained in the novel, while the exclusion criteria were abstract journal articles, articles using Indonesian & English, and articles that were not displayed in full text.

Article searches in Indonesian & English are accessed using the internet from the Google Scholar database, ScieneDirect, and many other article search engines. Search for articles using the keywords character education, novels, and character education. Articles that were found and met the inclusion criteria were downloaded, collected in one folder, then checked and reviewed one by one systematically. Review of literature published from 2010 to 2022. The search process in the database found 20 articles that met the inclusion and exclusion criteria.

3. Results

Based on the analysis of the literature review through various databases, 20 articles were found that were considered appropriate to the research objectives, then filtered articles related to the title and discussion of each article. This is done to minimize the title or content of the same. After screening, 7 articles were found that really fit the inclusion and exclusion criteria, then a review was conducted. After analyzing the quality of 7 articles, all of which can be categorized as good (high), then data extraction is carried out. Data extraction was carried out by analyzing data based on the author's name, journal name, year of publication, title, research objectives, research methods, and research results.

TABLE.1 DATA EXTRACTION RESULTS

No	Author & Year of Publication	Article Title	Journal Name, Volume & Page	Research Aim	Research Method	Findings
1	Edel Trudis Ghao, Rini Qurratul Aini, & Riadi Suhendra; 2019	Analisis Sosilogi Sastra dan Nilai Pendidikan Karakter dalam Novel Warisan karya Chairul Harun (Analysis of the Sociology of Literature and the Value	Jurnal Kependidikan. Volume 4, Nomor 1; & Halaman 21 -27 (Journal of Education. Volume 4, Number 1; & Page 21 -27)	To explain the value of character education contained in the novel Warisan by Chairul Harun.	Qualitative Descriptive	The value of character education contained in the novel Warisan by Chairul Harun, namely, Saiyo Sekata, Sehino Semalu, & Sapiku Sajinjing.

		of Character Education in the Heritage Novel by Chairul Harun)				
2	Istifa Kemal & Rena Fitri; 2015	Analisis Nilai Pendidikan Karakter dalam Novel Diantara Asa, Cita, dan Cinta karya Isa Elfath (Analysis of the Value of Character Education in the Novel Diantara Asa, Cita, dan Cinta by Isa Elfath)	Jurnal Metamorfosa. Volume 3, nomor 2 & halaman 45 – 57 (Metamorphosis Journal. Volume 3, number 2 & pages 45 – 57)	To describe the value of character education in the novel Diantara Asa, Cita, dan Cinta by Isa Elfath	Qualitative Descriptive	The value of character education in the novel Diantara Asa, Cita, dan Cinta by Isa Elfath includes religious values, the value of tolerance, the value of hard work, the value of curiosity, the value of the national spirit, the value of patriotism, the value of appreciating achievement, democratic/friendly value, peace-loving value, reading love value, value of social care, and responsible.
3	Hidayat Nur Septiadi, Andayani, & Nugraheni Eko Wardani; 2019	Planting Base Value of Hardworking Character Education through Ulid Novel	BirLE- Journal: Budapest International Research and Critics in Linguistic and Education. Volume 2, number 3. Pages 36 – 44	To describe and explain the values of hard work character education in the novel Ulid by Mahfud Ikhwan	Qualitative Descriptive	The values of hard work character education in Mahfud Ikhwan's Ulid novel include the character of never giving up, passionate, active work, earnest, full of confidence, full of struggle, independent training, & fighting together
4	Rusdian Noor Dermawan & Nur Indah Solikhati; 2019	The Analysis of Character Education and Cultural Values as Portrayed in Pramoedya Ananta Toer's Bumi Manusia and Anak Semua Bangsa	International Conference on Technology, Education and Science. Pages 92–104	To describe character education contained in the novel Bumi Manusia & Anak Semua Bangsa by Pramoedya	Qualitative Descriptive	The values of character education contained in the novel Bumi Manusia & Anak Semua Bangsa by Pramoedya Ananta Toer include being independent, nationalist, creative, intellectual, broad-

		Novels		Ananta Toer		minded, very respectful to parents and teachers, honest, full of brotherhood, democracy, and sympathy for people. down (people of lower society)
5	Lili Tansliova; 2018	Nilai-Nilai Karakter Bangsa pada Novel Ranah 3 Warna dan Rantau 1 Muara karya Ahmad Fuadi serta Kontribusinya terhadap Pendidikan Karakter (The Values of National Character in the Novel Ranah 3 Warna and Rantau 1 Muara by Ahmad Fuadi and Its Contribution to Character Education)	Journal Genta Mulia. Volume 9, number 2. Pages 1 – 16	To describe the values of the nation's character in the novel Ranah 3 Warna & Rantau 1 Muara by Ahmad Fuadi and to describe the relationship between the two novels and to find out the contribution of character values in the novel to character education.	Descriptive Analysis	There are sixteen values of national character in both novels. The two novels both emphasize the values of religious character, hard work, national spirit, and love for the homeland.
6	Viana Nandsari & Dian Uswatun Hasanah; 2020	Kritik Sosial dan Nilai-Nilai Pendidikan Karakter dalam Novel Orang-Orang Biasa karya Andrea Hirata (Social Criticism and Values of Character Education in Novel Orang-orang Biasa by Andrea Hirata)	Jurnal ALAYSASTRA. Volume 16, nomor 2. Halaman 217 – 236 (ALAYSASTRA Journal. Volume 16, number 2. Pages 217 – 236)	To describe social criticism and the values of character education in the novel Orang-orang Biasa by Andrea Hirata	Qualitative Descriptive	Social criticism in this novel consists of poverty, crime, problems of the younger generation in modern society, violations of societal norms, and bureaucracy while the character education includes wisdom, justice, courage, love control, positive attitude, hard work, gratitude, and humility. heart.

7	Lintang Cahya Saputri & Yoyoh Nur Laeliah; 2020	Nilai Pendidikan Karakter pada Novel Perahu Kertas karya Dewi Lestari (The Value of Character Education in the Novel Perahu Kertas by Dewi Lestari)	KLITIKA: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia. Volume 2, nomor 2. Halaman 88 – 101 (KLITIKA: Scientific Journal of Indonesian Language and Literature Education. Volume 2, number 2. Pages 88 – 101)	Describe character education in the novel Perahu Kertas by Dewi Lestari	Qualitative Descriptive	The character values found in this novel include discipline, tolerance, hard work, independence, creativity, honesty, curiosity, democracy, & love of homeland.
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4. Discussion

Based on the analysis of the article, it was found that character education contained in novel literary works needs to be instilled in today's young generation. It is known from the results of the first study conducted by [13]. The results of the analysis found that there were several character education contained in the novel *Heritage* by Chairul Harun. The character education includes Saiyo Sekata, Sahano Samalu, and Sapikua Sajinjing. Saiyo sakata according to the Minangkabau people is a complete sense of togetherness in the life of a group or tribe. Seiyu in the same word when interpreted publicly means to agree sincerely. Regarding Saiyo Sekata's explanation, it is hoped that this understanding and meaning can be instilled in today's young generation, especially students who are trained to prioritize a sense of togetherness with other friends. If something happens that causes debate, students are trained with this kind of character. This is taught to students to learn to respect the opinions of others, and draw conclusions on mutual agreement. For character education, Sahano Samalu means that the Minangkabau people live in groups or tribes.

Living for the good name of his people, if any family is belittled or abused his self-esteem will be a disgrace to him. This character can be taught to students of the younger generation by inviting them to maintain the good name of the family. If they make a mistake,

their image becomes bad not only for themselves but also on behalf of their family. The last character education in this novel is Sapiku Sajinjing. The meaning of Sapiku Sajinjing is that the Minangkabau people always live together, work together, and help their people. Minangkabau people are taught to cooperate and help others in everything. Examples of character education like this must be instilled and taught to students today. They are taught to help each other in good things. In addition, helping each other between friends can also foster a sense of affection. Not only the character of helping to help, the character of gotong royong is also important to be taught to students. This can be exemplified through several incidents that require the help of others, for example during KKN at school.

The second study was conducted [14]. The results of the study explain that the character education contained in the novel *Antara Asa, Cita, and Cinta* by Isa Elfath includes nationalism, love for the homeland, friendship, love of peace, religiosity, and social care. They are expressed through dialogue. For example, regarding religiosity and social care, one day there was a figure who wanted to teach at the mosque. He taught the children sincerely without asking anything in return. This he does so that they grow into pious people. Social care is also seen in the scene when Isan's mother is not home yet and the residents help him find his mother.

Some looked in the garden, behind the house, and some looked all over the village. It reflects the value in which everyone should help each other in any way, especially when they are in adversity. The values from the examples above are expected to be instilled in today's young generation.

The three study was conducted [15] In this study there is the concept of thinking hard work is very important for young people. The novel *Ulid* by Mahfud Ikhwan tells the story of a poor family. However, *Ulid*'s parents want their children to continue studying at school no matter what. The actions outlined in the story reflect hard work. There are many values of hard work that are suitable to be instilled in today's young generation, including never giving up, perseverance, independence, and self-confidence. Hard work is manifested in every attitude and dialogue of the characters. For example, when *Ulid* helps his parents harvest rice in the fields, he helps them with enthusiasm and confidence. He never feels ashamed about his life, never gives up, and tries his best to do whatever it takes. The researcher believes that *Ulid*'s attitude and character are important for the younger generation, especially pride in his parents.

The Four study was conducted [16]. The results of the analysis The researcher found that the novel *Bumi Manusia dan Anak All Nations* by Pramoedya Ananta Toer contains special goals, including character education. The novels *BM* and *ABS* are very interesting to read again because the authors aim to bring their readers to the Dutch colonial period. These stories contain character education through their characters. The values of character education contained include independence, broad insight, respect for parents and teachers, and honesty. Researchers feel the need for all character education contained in the novel to be taught to students. In addition, many of the character values in these novels have to do with respect for parents and teachers. Recently, there have been many immoral acts against parents and teachers. In addition, the impact of the Covid-19 pandemic caused the learning process to be carried out online and resulted in no real-life

interaction with teachers. These novels might be another medium for students to generate character education values.

The five study was conducted [17]. Tansliova found that Ahmad Fuadi's *Ranah 3 Warna* and *Rantau 1 Muara* contain 16 values of character education. These values are religiosity, hard work, nationalism, and love for the homeland. Character education actually requires exemplary that is not only obtained from the people around him, but can also be found in fictional characters such as in literary novels. This proves that the novel can contribute to character education. Through positive characters such as those found in certain novels, students or teenagers in general can take positive values to be applied in everyday life.

The six research conducted [18], in his research found that social criticism in Andrea Hirata's novel *Rakyat Ordinary* consisted of poverty, crime, problems of the younger generation in modern society, violations of social norms, and bureaucracy. Character education includes wisdom, justice, courage, love control, positive attitude, hard work, gratitude, and humility. Through this novel, the author writes a social critique of the government as well as reveals the many inequalities that occur in people's lives. The author hopes that the character education contained in this novel can be an example for today's young generation, apart from training our courage in expressing something, this novel also teaches us how to understand the society around us. Social criticism in this novel is very relevant to the problems that occur in Indonesia, namely through character education students/young generations can imitate the positive attitude of each character.

The seven latest research conducted [19], in their research found that in the novel *Perahu Kertas* by Dewi Lestari, there are several prominent character education values, including a) the value of honest character. One of the characters in this novel always tells the truth in carrying out his responsibilities; b) the value of the character of tolerance, this character is more exemplified by the character of being united in the midst of differences around his place of residence; c) the value

of the character of discipline exemplified by parental figures through firm actions against their children; d) the character value of hard work, including a strong determination to obtain the best results; e) the value of creative character, for example by taking advantage of free time by doing something useful; f) the value of independent character, this character is exemplified by the character when he immediately takes personal action; g) the value of curiosity, this value is exemplified by the character who wants to know more about something he is learning; and h) the value of the character of love for the homeland, this character is exemplified by the act of loving the homeland and loving the culture of the homeland itself. Some examples of character education are expected to serve as examples for today's students/young generation. This is done to nurture and train him to love his own homeland.

5. Conclusions

Literary works can be used as a medium for planting character education for today's young generation. Every literary work contains a moral message conveyed by the author to the reader. One of the literary works that can be used as a medium for planting character education is the novel. A novel has a unique and interesting storyline. There are conflicts and differences in characters to attract the reader's attention. From these figures and conflicts emerge attitudes or characters that can be emulated in today's young generation. In fact, cases of moral degradation have occurred among the younger generation, especially college students. character education contained in the novel can be implemented as a model for adolescents. To minimize the problem of adolescent moral degradation, novel literacy culture was introduced as an invitation to act wisely, be polite and courteous as well as build morality in life and increase the value of self-awareness being able to act based on religious norms, cultural customs, and the state.

6. Patents

This section is not mandatory but may be added if there are patents resulting from the work reported in this manuscript.

Supplementary Materials: The following supporting information can be downloaded at: www.mdpi.com/xxx/s1, Figure S1: title; Table S1: title; Video S1: title.

Author Contributions: This analysis of the novel becomes a lesson for both readers and writers to always learn in every event. Understanding individual characters and characters is not an easy thing. There is a moral message. Through the attitudes and values of character education contained in each novel, the researcher hopes that each character can be used as an example in everyday life. Both in the school environment, family, and in the community. In addition, it can also train the sensitivity of the younger generation in maintaining the surrounding environment so that it is healthier in acting according to rules and norms.

Funding: Please add: "This research received no external funding" or "This research was funded by NAME OF FUNDER, grant number XXX" and "The APC was funded by XXX". Check carefully that the details given are accurate and use the standard spelling of funding agency names at <https://search.crossref.org/funding>. Any errors may affect your future funding.

Institutional Review Board Statement: In this section, you should add the Institutional Review Board Statement and approval number, if relevant to your study. You might choose to exclude this statement if the study did not require ethical approval. Please note that the Editorial Office might ask you for further information. Please add "The study was conducted in accordance with the Declaration of Helsinki, and approved by the Institutional Review Board (or Ethics Committee) of NAME OF INSTITUTE (protocol code XXX and date of approval)." for studies involving humans. OR "The animal study protocol was approved by the Institutional Review Board (or Ethics Committee) of NAME OF INSTITUTE (protocol code XXX and date of approval)." for studies involving animals. OR "Ethical review and approval were waived for this study due to REASON (please provide a detailed justification)." OR "Not applicable" for studies not involving humans or animals.

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Data Availability Statement: In this section, please provide details regarding where data supporting reported results can be found, including links to publicly archived datasets analyzed or generated during the study. Please refer to suggested Data Availability Statements in section “MDPI Research Data Policies” at <https://www.mdpi.com/ethics>. If the study did not report any data, you might add “Not applicable” here.

Acknowledgments: Thank you for the support and convenience for all article authors who have been accessed by researchers through e-journals, Google Scholar, etc. for the implementation of literature-based research. Through novel analysis, research results are obtained to minimize the impact of adolescent moral degradation. Researchers access several literature studies as material for consideration and understanding so that they are studied more deeply.

Conflicts of Interest: Conflict of interest for the author to contribute to scientific contribution to readers and adolescents to have good attitudes and characters so violence level is decreased and criminal actions can be completely corrected

Appendix A

The appendix is an optional section that can contain details and data supplemental to the main text—for example, explanations of experimental details that would disrupt the flow of the main text but nonetheless remain crucial to understanding and reproducing the research shown; figures of replicates for experiments of which representative data is shown in the main text can be added here if brief, or as Supplementary data. Mathematical proofs of results not central to the paper can be added as an appendix.

Appendix B

All appendix sections must be cited in the main text. In the appendices, Figures, Tables, etc. should be labeled starting with “A”—e.g., Figure A1, Figure A2, etc.

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