

Analysis of Educational Values in Tere Liye's 'Hujan' Novel as Literary Teaching Materials in High School

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The objective of this research was to gain a deep understanding of the educational values in Tere Liye's novel, Hujan. This novel, Hujan, served as the basis for the research. The novel's educational values served as the research's data. The research method was descriptive qualitative. According to the study, Tere Liye's novel Hujan reflects educational values for his readers in the following ways: first, the moral value of education: always help, perseverance, and responsibility. Second, there is the value of social education in terms of humanity, caring, and empathy. Third, there is the value of cultural education in terms of mutual cooperation, obedient rules, and mutual respect. Tere Liye's Hujan was suggested as an alternative to literary teaching materials in high school

Keywords: *Attitudes, teaching Materials, Hujan Novels*

ABSTRAK

Penelitian ini bertujuan untuk mendapatkan pemahaman yang mendalam tentang nilai-nilai pendidikan dalam novel Hujan karya Tere Liye. Novel Hujan inilah yang menjadi dasar penelitian ini. Nilai-nilai pendidikan novel ini dijadikan sebagai data penelitian. Metode penelitian yang digunakan adalah deskriptif kualitatif. Menurut penelitian, novel Hujan karya Tere Liye mencerminkan nilai-nilai pendidikan bagi pembacanya dengan cara-cara berikut: pertama, nilai moral pendidikan: selalu membantu, ketekunan, dan tanggung jawab. Kedua, ada nilai pendidikan sosial dalam hal kemanusiaan, kepedulian, dan empati. Ketiga, ada nilai pendidikan budaya dalam hal gotong royong, taat aturan, dan saling menghormati. Hujan karya Tere Liye disarankan sebagai alternatif bahan ajar sastra di SMA.

Kata kunci: Sikap, Bahan Ajar, Novel Hujan

INTRODUCTION

The importance of literary education for students cannot be overstated in the educational community. Planning and executing lessons in the classroom are essential skills for a teacher. Consequently, teachers are expected to educate and instruct students in the art of goal-setting and critical thinking. Literature and Linguistics in Indonesian Students' character can be shaped and strengthened through education.

Literature can be assumed of as a mirror reflection of human life, complete with moral and social values. Literature is a miniature of human life that depicts various issues, moral dilemmas, aesthetics, and other aspects of human interaction (Kosasih 2003:195). Fictional literary works that depict various aspects of human life through interactions with one's self and God (Nugiyantoro, 2012). Teaching young people to appreciate literature in general can play an important role in their development as individuals and in their ability to become better people (Thomas, 2004).

Novels, in particular, are one of the literary works that students can use to develop their character while learning Indonesian language and literature. The attitudes and behaviors of its readers can be influenced by the presence of a novel. A novel, according to Teeuw (1998), is a lengthy piece of prose in which the plot, characters, and settings are all presented in chronological order. Longer and more involved than a short story, a novel usually depicts the day-to-day lives of a cast of characters. Through the depiction of human suffering, struggle, affection, or hatred, a novel reveals profoundly human aspects of life. Reading a novel serves a purpose beyond mere entertainment; it has the potential to educate the reader as well. Novels are a vehicle for the author to express himself or herself verbally, so they can also be a teaching tool, as in Hujan.

According to the researchers' observations and experience, literary learning in schools was not achieving the objectives in accordance with the standard content's indicators to the greatest extent possible. This is due to the fact that the teachers' strategies, methods, and learning resources used did not result in comprehension. As a result, the author chose Tere Liye's novel Hujan because it is very inspiring to the reader. Furthermore, literary learning in high school is typically limited to intrinsic element analysis. In fact, the extrinsic element is also very important to teach in order for students to understand the values of life. Since it is important for students, the researchers believe it is necessary to conduct an analysis of the educational values in Tere Liye's novel Hujan.

The researchers were interested in investigating the educational values in the novel Hujan to determine the educational values in the novel and the novel's suitability for use as a literary teaching material in high school. Hujan, Tere Liye's most recent and best-selling novel, is the most recent and best-selling novel. This book was released in January of 2016. The story revolves around two teenagers who were both victims of a devastating earthquake. When the earthquake occurs, they unintentionally meet in order to save themselves. They live in a shelter after the earthquake and must be able to stand alone in order to live. They fight hard to achieve their objectives. They teach us how to persevere in the face of adversity. They also teach us not to give up on easily attained goals.

Based on the various issues in the literature concerning high school teaching, particularly novel learning, this study focuses on the educational values in Tere Liye's novel Hujan. This study's subtopics are as follows. (1) An analysis of the educational values contained in Tere Liye's novel Hujan, and (2) Novel Hujan by Tere Liye used as a literary material in high school. When reviewing a novel, both intrinsic and extrinsic approaches are used. In this study, an extrinsic approach was used.

Extrinsic elements are those that exist outside of the literary work but have an indirect impact on the organization's structure or system. More specifically, these elements have an impact on the story of a literary work but do not constitute the literary work itself.

Extrinsic elements of the novel include the author's educational background, social conditions in society, local customs, and so on. Meanwhile, according to Nugiyantoro (2012), researchers have conducted research on extrinsic elements in a novel. Widyahening and Nugraheni (2016) conducted research on character education and literary appreciation. Wardhani (2021) conducted a study on the value of character education in a novel titled *Life of Pi* and according to the findings of the study, the most prevalent character value of education is respect and gratitude for life.

Furthermore, Efendi and Muttaqien (2017) investigated the importance of education in Malay folklore "Hikayat Hang Tuah." Emi (2017) investigates the moral and cultural values in Suhairi Rachmad's novel "Kelopak Cinta Kelabu" and its implications for literary appreciation learning in Junior High School. Hadiansyah and Sugianto (2021) investigates the values of education in *Dilan 1990* and : religious, moral, nationalist, independent, mutual cooperation and integrity are among the novel's prominent educational values.

METHODOLOGY

The qualitative method was used in this study. Qualitative research is a set of scientific procedures that can be used to solve problems based on the researchers' point of view and approach. According to Moleong (2014), qualitative research methods are studies that seek to understand phenomena in natural research subjects such as behavior, perception, action, and others. In this study, a descriptive research design was used because it attempted to describe an event that occurred at the time this research was carried out or to describe the existence of a symptom or circumstance.

According to Best (in Sukardi, 2008), descriptive research is a research method that seeks to describe and interpret objects as they exist. Furthermore, a qualitative approach was used in this study. The subject of the research is a novel by Tere Liye *Hujan*, and the object of the research is the novel's educational values.

The method of data collection is the most important step in the research because the primary goal of research is to collect data. Sugiyono (2009). The documentation method was used to collect data for this study. It is used to obtain data from written sources such as books, magazines, documents, regulations, and so on. Arikunto's (2005). In this study, educational values in Tere Liye's novel were discovered. To collect the data, the researchers recorded the data related to educational values onto a data card, which served as the instrument. The data was then analyzed using the descriptive qualitative analysis method and the suggested procedure, which included data reduction, data display, and data conclusion.

FINDING AND DISCUSSION

Robert Stanton's theory was first used by researchers to analyze the novel *Hujan* by Tere Liye before they looked further into the novel's educational values. A novel's elements are divided into three categories: theme, fact of the story, and literary means. Tere Liye's novel is analyzed in the following manner. In the first place, the book's plot revolved around the pursuit of happiness. It's also important to note that the story is about Lail (Esok), Maryam (Maryam), and Elijah (Esok), who are the four main characters in the story. A third consideration is the environment, which is dominated by the earthquake victims' gloomy refugee camp, with early morning, late afternoon, and evening shifts serving as the primary time frames.

Education Values in Tere Liye's Novel

According to Suseno (2001), the word "moral" refers to the good and bad sides of human nature, so the "moral field" is the area of human life as it is seen from the perspective

of goodness. Morality is the study of what is good and what is bad in terms of actions, attitudes, and so on. Morality is also referred to as ethics and good character. It is possible to cultivate a helpful habit by being willing to assist others and actively looking for ways to contribute. Here's how the novel views being of service.

“Esok dengan sabar membantu Lail melewati hambatan di jalan, memegang tangannya saat memanjat reruntuhan, menjaganya, dan memastikan Lail baik-baik saja”

‘Esok patiently directed Lail through the roadblocks, holding her hands as she ascended the ruins, guarding them and ensuring Lail's safety.’

A moral education that teaches perseverance and commitment is a good way to cultivate a positive outlook on life. A person's commitment to the ideals, the work of others, and the work of others is made possible by a person's dedication. Commitment is a pledge of faith, support, and faithfulness to family and friends that is firmly held. Perseverance is exemplified in the novel by Lail's character, who strives to organize his heart in order to forget Esok and erase all of his memories in order to become a volunteer officer. The quote is here.

“Sepuluh meter maju, kubangan lumpur sudah setinggi dada. Maryam mengigit bibirnya, dengan tekad tokoh dia terus maju. Di belakang, gerakan Lail lebih lambat, kakinya sudah berat dilangkahkan”

‘The mud puddles are already at chest height ten meters ahead. Maryam squeezed her teeth and forged ahead, her heroism undimmed. His legs are "heavily stepped up" in the back, slowing him down.’

The human consciousness of intentional or unintentional behavior is referred to as responsibility. Being responsible also entails acting as the embodiment of being aware of one's obligations. Responsibility is a behavior that governs how a person reacts to everyday situations that necessitate some decision-making. Shchiller and Tamera (2002).

“Mereka berhasil melewati kubangan lumpur. Perkampungan penduduk sudah dekat, mereka bisa mengantar peralatan medis dan obat-obatan di lokasi bencana”

“They made their way through the mud puddles. Residents' settlements are close by; they can transport medical supplies and medications to the disaster site.”

It is the goal of the moral value to teach people about the importance of ethical behavior, how to avoid it and what they can do instead, in order to foster human relationships in society that are positive, harmonious, and beneficial to the individuals involved as well as the larger community, the environment, and nature as a whole. People's noble nature, the fight for human rights, and dignity are all referred to as morality.

This moral value has more to do with how we conduct ourselves on a day-to-day basis. An individual's or group's customs and behaviors can be revealed through moral education. There is a belief that moral values are expected to bring about a shift from the less good to the better, and from less responsible to more responsible. Tomorrow must be better than today and today must be better than yesterday.

Social Education Value

In a society, social value refers to how people connect with each other. This includes how people should act, the way they solve problems, and how they handle certain situations.

Social values are also about how people should treat each other. If you look at a good thing, Uzey (2009) says that social value is what you think about when you look at it. This is how you decide if it has truth, beauty, and divine value.

A person's social value can be summarized as a set of attitudes and feelings expressed through actions that influence the individual's actions. Values that are widely accepted by society serve as the foundation for determining what is morally correct or morally wrong and what is important.

Lail and Maryam perceive *Hujan* as a way to give back to the community. Due to the fact that they were fighting for human rights, they were awarded by the government for their efforts. The following is a quote:

"Saat Maryam mencoba meyakinkan petugas agar mengizinkan Maryam dan Lail mengikuti seleksi rekrutmen relawan baru , "Kami berdua bosan hanya mengikuti kursus memasak di panti sosial, menghias kue-kue. Bosan tidak melakukan apa pun, sementara orang lain membantu banyak. Kami bosan hanya menjadi remaja biasa-biasa saja. Kami memang tidak genius, tidak bisa membuat mesin roket, atau memiliki bakat hebat, tapi kami ingin membantu. Ini situasi yang amat khusus" (Liye, 2016)"

"When Maryam tried to persuade the officer to allow Maryam and Lail to register a new volunteer selection, " "We've had enough of cooking classes at a community center and decorating cakes. While we sit around doing nothing, others go above and beyond to assist. As teenagers, we're fed up with being just another group of kids. Even though we aren't geniuses, we have no ability to build rocket engines, and we'd rather help those who need it. This is a one-of-a-kind circumstance ", (Tere Liye , 2016)

Social refers to things that are important to society or the public. People feel bad for everyone who is hurt by a disaster like an earthquake. There is a lesson that can be learned about the value of social education from how people act and how people live in the world. Social behavior is how a person reacts to things that happen around him that have to do with other people, how they think, and how they interact with each other. As a result, people will know that group life plays a big role when it comes to the bonds of kinship between people who live together. The people in the community become aware of things that are important to them. Value of social education refers to the relationships that people have with each other in a group. This includes how people should act, the way they solve problems, and how they handle certain situations. Social values are also about how people should treat each other.

Cultural Education Value

According to Rusyana (2002), cultural value is something that is considered good and valuable by a group of people or tribes but may not be viewed favorably by other groups or ethnic groups because cultural values limit and provide characteristics to a society and culture. According to Koentjaraningrat (1987: 85), cultural value consists of conceptions that most citizens have about things that they consider very noble. This value system in society is concerned with human attitudes and behavior. The value system is an essential component of the moral ethics described in social norms, legal systems, and customs, which serve as a set of guidelines for governing society. According to Kluchohn in Koentjaraningrat (1987), each culture's system of cultural values contains five fundamental problems in human life. (1) human relationships with oneself, (2) human relationships with other humans, (3) human relationships with society, (4) human relationships with nature, and (5) human relationships with God are the five basic problems.

“Di panti sosial ada banyak jadwal dan peraturan yang harus dipatuhi. Jangan coba-coba melanggar, atau bersiaplah menerima jenis hukuman memalukan. (Liye, 2016: 80). “pukul enam, semua penghuni panti harus sudah berada di ruang makan besar dengan pakaian rapi, duduk di hadapan meja-meja besar” (Liye, 2016)”

“At a social house, there are numerous schedules and rules that must be followed. Do not attempt to break, or you will face a humiliating punishment. (Liye, 2016). “At six o'clock, all members must report to the dining room dressed neatly and seated at large tables” (Liye, 2016).”

Hujan inspired cultural values were clearly visible in the community activities that they participated in as a backdrop to the novel. Co-operation in a social house was one of them. When someone was punished for breaking the rules, it was clear that there was a strong belief in following the rules. The idea of bringing people together was still ingrained in the culture. The students were accustomed to following the rules in the educational environment, especially in schools. In the Indonesian territory, there was still a strong sense of respect for others.

Suitability Criteria for Senior High School Literature Learning Materials

In the teaching and learning process, learning materials are used to assist teachers in their duties and assist students in their learning in order to make the experience enjoyable. Teachers who teach novels must be meticulous in their selection of books that are appropriate for their students and the era in which they are being taught. As a result, the learning material is the most crucial part of the process. As a result, careful planning and consideration go into the process of selecting educational resources.

Teachers have a wide range of options when it comes to achieving their educational goals through the use of a variety of learning materials. In order to meet learning objectives, a teacher must be able to ease the learning process. Teachers must be able to select learning materials that are appropriate for their students' abilities.

It is one of the things that people learn from reading literature. The place of novels in literary materials is to get students involved and make them more sensitive to what they read. *Hujan* is one of the books that the researcher chose because it has interesting characters and a good story line. The author showed us a whole context of human psychology. In the main, literature helps people become more sensitive, aware of others, and concerned about the world around them. It also helps people learn about other cultures and spread ideas that are both creative and constructive. Literature is a way for students to learn about and appreciate literary works. The students were able to do these things because they learned about literature in high school. (1) Understand and use literary works to grow as a person, learn more, and improve your knowledge and language skills; (2) Express yourself through literature; and (3) Appreciate and be proud of Indonesian literature as a cultural and intellectual treasure.

The main goal of literary learning is that students become sensitive to important literary works, which makes them want to read them. The goal is for students to learn more about humanity and new ideas by reading books. Literary learning, especially novels, helps people become more aware. If you're teaching literature, you can use Tere Liye's book *Hujan* to help, support, and enrich the reading materials users use.

There are a lot of novels in literary learning, which gives students new ideas about how to be more active and constructive in today's world. The book *Hujan* has a lot of good things in it that help the reader learn how to fight for what they want, be brave when things go wrong, achieve goals, have a good moral attitude, be more social, and be more independent. Lail, Esok, and Maryam all had those values on them.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, it is possible to conclude that this novel is about life's struggle. Tere Liye's novel *Hujan* may be substituted for literary materials in high school. This novel possessed excellent educational value and could be used as teaching materials for students studying literature. Teachers are expected to create an engaging and enjoyable learning experience for their students, which means that both the literary materials and the teaching strategy must be qualified. Students should develop a greater interest in literature appreciation because they are more critical when evaluating the work of authors. Other researchers were encouraged to approach Tere Liye's novel *Hujan* from a variety of literary perspectives. It is hoped that the findings of this study will serve as a guide for future researchers who will examine works of literature through the lens of the extrinsic element.

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