

## Value of Education in Novel Kumara Hikayat Sang Kekasih by S.JAI

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**ABSTRACT :** Novel Kumara Hikayat Sang Kekasih is a novel by S.Jai that tells about the side of life of the people of Kediri. Kediri is the hometown of S.Jai, so he raises stories about the people of Kediri. Kumara Hikayat Sang Kekasih novel tells about the spirit of life of the personal figures of small communities in remote villages in Java, precisely in the Kediri hamlet in the face of shifting, friction and changing times. Based on feeling like asking questions or at least doubts about the ups and downs of abangan, santri and priyayi relations. This study aims to describe the values of Education contained in the Kumara Hikayat Sang Kekasih novel by S.Jai. This research is a qualitative descriptive study with content analysis or content analysis. This method is used to examine the contents of a document. The document in this study is the Kumara Hikayat Sang Lover novel. The results showed that the Kumara Hikayat Sang Kekasih novel, most of the people who developed in Kediri was the life of a Santri, Priyayi and Abangan which were compiled as documentation of the mental history of the community and the novel contained educational values, including social, moral, cultural, religious education, ekonommi and historically

**KEYWORDS :**Novels, content analysis, and educational values.

### I. INTRODUCTION

Literary work is an imaginative work which is the result of the author's experience, thinking, reflection, and culture that occurs in the author and in a community environment. Literary works can be regarded as a protection of social life. A literary work reflects people's lives that occur in everyday life. Literary works as a matter that has an important role because it is a reflection of the conditions of society that occur in the real world that can inspire humans to think about the meaning and values of life.

Herman J. Waluyo argues that good literary works are increasingly being read increasingly able to show new values that are quite rich because a literary work besides the results of deep thought from the author is also a reflection of the times or the community that is lived by the author (Nurhuda, J. Waluyo, & Suyitno, 2018).

According to Ian Watt, the novel is a process to move the picture of life that is done clearly into a form that mimics reality (Watt, 1957: 32). Nevertheless, the depiction is no longer in complete reality, but has been colored by the ideas of the author. Therefore, the process of understanding a novel is of course inseparable from the socio-cultural framework of a society because the elements contained in the novel such as the social setting, location, and system of society are related to existing social realities.

This study can be done with a variety of historical-sociological approaches, where each approach has its own characteristics in accordance with their respective analysis models. In this study, the author tries to examine literary works with a sociological approach. The types of literature that will be studied in this study are novels. Many approaches can be used to research a literary work. In researching literary works, the most appropriate approach is needed to appreciate and evaluate literature. The approach that can be used to identify social in literature is the sociological approach of literature.

Endaswara states that literary sociology is a reflective branch of literary research (Waluyo, 2011: 77). This approach is able to examine and evacuate literature based on social aspects. One form of literature is a novel. The use of language in novels is relatively easy for readers to understand. Through stories in the novel can provide a learning about education, culture, morals, and character formation.

S.Jai is an Indonesian writer who compiled a number of novels that raised social life in people's lives. S.Jai was born in Kediri, who currently lives in Lamongan, has written a number of novels quite a lot.

Not only novels, S.Jai also composes plays, short stories, reading books (catalogs), and scientific works that are often published in several newspapers. Kumara Hikayat Sang Kekasih Novel is one of the works of S.Jai. Kumara Hikayat Sang Kekasih novel won the East Java Arts Council novel contest in 2012 and was published at the institute in December 2013. The novel tells about the spirit of life for the personal figures of small communities in remote villages in Java, precisely in the hamlet of Kediri in the face of motion shifts, friction and changing times. Based on feeling like asking questions or at least doubts about the ups and downs of abangan, santri and priyayi relations.

In Kumara Hikayat Sang Kekasih novel contains many educational values in social life that have many good messages, especially for school children who tend to be less able to appreciate education and developing social life in the community, not only that the novel is able to give a moral message which is very beneficial for the people in Indonesia, especially the people of Kediri. So far the S.Jai novel has never been researched or studied. Social settings and social values that include the description of the state of society, social groups and their attitudes, customs, ways of life, language and others contained in the novel also greatly help the reader to follow the storyline of this novel and how S As a writer, successfully describing the life of the people of Kediri quite clearly to support the conveying of the writer's mandates in the story of the novel to the reader, and the historical reality and its relation to other realities must be able to be demonstrated by socialist realism literary work.

## II. THEORETICAL REVIEW

### a. The nature of the novel

The novel comes from the Latin *novellus* language which is then revealed to be a novies which means new. Both of them contain the same meaning, which is a prose fictional work that is quite long, not too long, but also not too short, because it only tells the purpose of the event that gave rise to a conflict that resulted in a change in the fate of the perpetrator. The novel is a story prose framework that tells of an extraordinary event from the lives of people. It can be said to be extraordinary because the events or events in the novel result in a conflict, a dispute, until finally the story has a solution.

Conscious of the reason the word novel comes from the word *novellus* which means new (Waluyo, 2011: 6). It is said to be new because when compared to other types of literature such as poetry, drama and so on, novels appear afterwards. According to Robert Lindell (in Waluyo, 2011: 6), a literary work in the form of a novel was first born in England with the title Pamella which appeared in 1740. At first Pamella's novel was a diary of a housemaid. Then it developed and became a form of fictional prose that we know today.

Abrams explained that the novel is an essay that is applied to various types of writing in the form of fiction prose (Abrams, 1971: 140).

This is in line with Stamm in the Journal of College & Character Volume X, No. 7, November 2009, namely the novel is able to provide enlightenment and efforts to make students aware that they can live in a good society, recognize each other's differences and emphasize tolerance to the wider community (Streit, Dalton, & Crosby, 2009).

Golman (in Faruk, 1999: 29) defines novels as stories about searches that are degraded by authentic values by a problematic hero in a world that is also degraded.

Novels talk about art that looks to find ways to explore human nature that aim to entertain, to bring readers interested, give them the opportunity to experience situations in novel characters, and make readers learn about themselves and others (Smiley, 2006: 91).

Agreeing with Smiley, Gilman said that the novel is a work to enrich the readers offered in a text and describes an imaginary experience in the writing and gives meaning through the author's writing into the novel (Gilman, 1989: 21).

Meanwhile, according to Orr in the Journal of European Studies. Volume 9 No. 36, that the novel is an original contribution to sociology is a novel, because with novels it is able to provide various events. For example tragic, death, and always related to events that are around us.

Considering some of the opinions above, it can be concluded that the novel is a literary work that can be said as a new literary work that is very related to the intrinsic work of fiction that has the ideas or ideas and imagination of the author. But the novel is not just fiction, the novel also describes reflection which is seen well.

### b. The Nature of Educational Values

#### 1. Definition of Educational Values

The values contained in literary works can be a guide for readers, especially children and adolescents. Good literary work should be full of educational values. According to Andika Nugroho (2012) the value of

education is everything that is good or bad that is useful for human life which is obtained through the process of changing attitudes and behavior in an effort to mature oneself through teaching efforts.

Value is something that is valuable, quality, shows quality, and is useful for humans. Something that is valuable means that something is valuable or useful for human life. Value as an independent quality will have a provision that is unchanging that occurs in objects subject to value.

RieseriFrondizi (2007: 20) explains that values are objective and subjective, depending on the point of view that gives the assessment. Values are objective if they are not dependent on the subject or the awareness that values them. Values can also be subjective if their existence, meaning, and validity depend on the reaction of the subject making the assessment.

According (Akbar & Winarni, 2013), the value of education is all useful things that are given by someone consciously and responsibility in an effort to provide changes to better attitudes and behavior.

One of the written values of education is in literature. What is meant by the value of education, especially relating to literature, is an activity that is consciously and intentionally inculcated in the values of life, both religious values, social values, customs values, and moral values towards the reader through work literature in order to achieve the desired maturity (Herlina, Herman J. Waluyo, NugraheniEko, 2013: 91).

Furthermore, the study of Carverand(Enfield & Nathaniel, 2013) in the Journal of education and culture, Vol. 22, in his paper offers an introduction to the philosophy of education that education leaders (including teachers) are prepared to develop educational success and build meaning in the world of education.

This is very basic because literature is also able to exist and can bridge life in a pluralistic and multicultural Indonesia, as stated by Suminto A. Sayuti(Sari, Sayuti, & Pardjono, 2019) as follows: (a) Literature is able to voice cultural differences to understand each other; (b) Literary works generally promote cultural pluralism; (c) Literature has a high concern for those who are culturally different; and (d) Literature emphasizes the importance of human relations that focuses on the emergence of positive attitudes, tolerance, the development of self-concept, and accepting the presence of others.

Based on a comparative review of a survey of 26 European countries, (Taylor, 2004)concluded that the scope of value education is often complex and includes a number of themes, many of which overlap, closely related to the historical and ideological evolution of each country. . Examples of themes identified are moral, religious, citizenship, demographic, national, pastoral, personal and social issues.

Their views on educational values and values reflect (Bernstein & Solomon, 1999) concept of regulative discourse, which refers to discourses in schools that establish social order rules in schools. Bernstein claims that this is a moral discourse because it creates criteria that give rise to character, behavior, manners, and the like.

## 2. Kinds of Educational Values

There are several educational values that can be obtained from a story (in this case the novel).

The value of education is among other things the value stated by Max Scheler. In the research of the values taken to analyze the value of education is the value that is expressed by Max Scheler. So the values in the novel can be expressed as follows:(Wand, Scheler, Heath, & Stark, 2006)

### 1) Social Value

Social value is the value adopted by the community, regarding what is considered good and what is considered bad by the community. For example, people consider helping to have good values, while stealing is bad. Social values include the value of vitality or social life.

The measure to determine something is said to be good or bad, appropriate or inappropriate must go through a process of weighing. This is very much influenced by the culture adopted by the community. Therefore, one community and the other community have different values. Examples of people living in cities prefer competition because changes will emerge in competition. While in traditional societies it is more likely to avoid competition because in competition it will disrupt harmony and traditions that have been passed down through generations.

Kimbal Young argues that social values are abstract assumptions and often not realized about what is considered important in society. A.W Green views social value as a relatively ongoing awareness accompanied by emotions towards objects. According to Woods, social values are general instructions that have been going on for a long time that direct behavior in everyday life, (Widyanto et al., 2016)

(Nurgiyantoro, 1995) states that many literary works are fighting for the fate of small people who suffer, the fate of small people who really need to be defended, small people who are like being mocked by the hands of power, power which is now more in the form of economic power. Fighting for the fate of the small people meant by Burhan Nurgiyantoro is the realization of moral values in literary works.

### 2) Religious Value

Religion is a treatise that God sent to the prophet as a guide for humans in carrying out real life procedures and regulating relationships and responsibilities to God, humans and society and the natural environment.

Religion and the view of life of most people emphasize the mind, harmony and balance and the attitude of accepting what happens. Such a view of life clearly pays attention to what is sought is the happiness of the soul, because religion is the clothing of the heart, mind or soul.

MangunWijaya(Nurgiyantoro, 1998)) says that the presence of religious and religious elements in literature is an existence of literature itself.

Religious values can be said to be basic human values related to divinity in general and recognized by all religious followers. As for religious basic values, all religious believers recognize it as: (1) helping, defending the weak; (2) recognizing human equality (human rights); (3) fight for justice, truth, honesty, independence and peace; (4) opposing the oppression of fellow humans, and so on.

### 3) Moral Value

Moral is the behavior of human actions seen from the values of good and bad, right and wrong based on the customs and habits in which the individual is located. Moral values are divided into two, namely the positive and negative aspects. These two things need to be conveyed, because we can get useful examples. Positive aspects must be highlighted as being imitated and imitated. Thus negative aspects need to be known and conveyed to the reader.

(Lickona, 2013) argues that respect and responsibility are two core components of morality from which another principle originates. The term respect covers two aspects, namely respecting oneself and respecting others (their beliefs, opinions and culture). Responsibility involves acceptance of one's life and actions and commitment to the welfare of society in general through active participation in socio-economic, political activities, and cultural societies.

Morality is seen as a system of rules that regulates social interactions and social relations of individuals in society and is based on the concept of welfare (damage), trust, justice (treatment and comparative distribution) and rights(Smetana, 1999).

According to (Frankena, 2007) and (Armon, 2003), moral values can be divided into five categories, deontics, teleology, areta, intrinsic, and extrinsic. Deontic values are related to moral rights - issues of justice, justice, rights and responsibilities.

(Kohlberg & Hersh, 1977) built Piaget's early work on the moral construction of children. Using a method similar to the stage of child development, Kohlberg suggests a theory of moral reasoning based on three levels and six stages, in which children progress through pre-conventional (based on personal needs and other people's rules), conventional (based on others) consent, hope, or values), and post conventional moral reasoning (based on social contracts and individual principles).

(Armon, 2003) argues that social institutions that are embedded in many norms, customs and logical ways of thinking are continuous activities with the world of education to implement Moral and Value Education. Teaching is a moral activity in which teachers must consider the complexity of teaching ethics and the moral impact they have on students (Car, 2011).

Based on some of the experts above, it can be concluded that moral value is the message the author wants to convey to the reader, the message is the meaning contained in a work that is the meaning expressed through the story

### 4) Cultural Value

Cultural values are values that are agreed upon and embedded in a society, the scope of the organization, the community environment, which is rooted in a habit, belief, symbols, with certain characteristics that can be distinguished and others as a reference for behavior and response to what what will happen or is happening.

Kluckhohn and Strodtbeck(Koentjaraningrat, 2013), state that the conception of the contents of cultural values that are universally present in each culture involves at least five things, namely 1) the problem of human nature, or the meaning of human life; 2) the problem of man nature, or the meaning of human relations with the surrounding environment; 3) time problems, or human perceptions of time; 4) activity problems, or about the meaning of work, works and human deeds, and 5) relational problems, or human relations with fellow humans. The five problems are often referred to as the orientation of values (value orientation).

Cultural values will appear in symbols, slogans, motto, vision, mission or something that appears to be the main reference for the motto of an environment or organization. There are three things related to cultural values, namely:

- a. Symbols, slogans or anything else that looks invisible.
- b. Attitudes, behavior, gestures arising from the slogan, the motto.
- c. Belief systems that take root and become a frame of reference in acting and behaving (not seen).

Based on some of the opinions above, it can be concluded that the value of education is everything that is good or bad that is useful for human life which is given consciously and responsibility obtained through the process of changing attitudes and behavior in an effort to mature or provide changes to attitudes and behavior. which is better and infuses various values of life.

### III. METHODOLOGY

The method used in this study is a qualitative research method. Qualitative research method is a research procedure that produces descriptive data in the form of written or oral words about the characteristics of an individual, certain conditions or groups that can be observed (Lexy J. Moleong, 2019) The object of this research is a novel by S.Jai, the Kumara Hikayat Sang Kekasih novel, amounting to 419 pages. This study uses a qualitative descriptive research method. The method is used by the author to provide an overview of the case under study. Bogdan and Taylor (Lexy J. Moleong, 2019)) suggest that qualitative methods are as research procedures that produce descriptive data in the form of deciduous words or writing from people and observable behavior. This study uses two data sources, namely documents and interviews. Documents are written materials or objects related to events or activities. The data collection technique in this research is adjusted to the qualitative approach and data sources in the form of documents, so the technique used is content analysis document. This technique is used to analyze various documents relating to research.

### IV. RESULTS AND DISCUSSIONS

#### Educational Values in Kumara Hikayat Sang Kekasih Novel

##### a. Value of Social Education

The value of social education in the Kumara Hikayat Sang Kekasih novel illustrates the social classes that exist in the community, from the story delivered by Mbah Singa Maya, a person who has a job as a factory employee often seeks women to satisfy desires, besides a regent child who wants wooing a daughter from ordinary people, but the woman did not want to be betel nut, because she was only made a concubine. This shows that there is a social class within the Princess Kediri community. In addition, the people described are still very fallen into social class and cause small communities or people who have little assets to be excluded, while wealthy communities will feel powerful.

##### b. Value of Moral Education

Kumara Hikayat Sang Kekasih novel, the moral value shown is the old figure of Suratemi who was blind and deaf but always tried to be able to support himself, even though he only felt that the world was dark. The Suratemi figure who represents the novel by S.Jai has a moral message that not everyone can understand the feelings of others even though it is our own parents, Suratemi who harbored her suffering as a woman who felt that her life was dead even though her body was still alive. The attitude that does not want to give up with the struggle of his life.

##### c. Value of Cultural Education

The cultural values shown in the Kumara Hikayat Sang Kekasih novel are cultures that refer to the problems learned by humans, not the things they do as well as objects that have been produced (Sutiyono, 2015). The value of cultural education, especially the Javanese culture which is represented in both by S.Jai novels, is a culture that upholds togetherness in a society, upholds brotherhood and a culture of mutual respect between social classes. For example, an official who respects his subordinates.

##### d. Value of Religious Education

The value of religious education or the value of religious education highlighted in the two novels by S.jai is the value of Islamic religious education. The value of religious education in the Kumara Hikayat Sang Kekasih novel, describes Suratemi which is very surrender and trusts Allah Almighty for all that befalls him, and he does not try to oppose and oppose Allah's rules and regulations.

##### e. Value of Economic Education

The value of economic education raised in the two novels by S.Jai is in the field of trade. It can be said that trade is the driving factor of the real sector, not only in the early Islamic era, but also in the present (Jusmaliani, 2008). In the Kumara Hikayat Sang Kekasih novel, the novel is highlighted about the trade in banana harvests conducted by Suratemi, to support her family since her husband died. He lived with his daughter alone and was forced at an old age to still have to make a living, after his first son put anger on him because he dropped out of school since junior high. The trade is carried out in a traditional market and village market. Indeed the benefits are not too much, just enough to buy daily food.

## V. CONCLUSION

The educational values found in the two novels by S.Jai are the value of social education, the value of moral education, the value of cultural education, the value of religious or religious education and the value of economic education. Each of the values contained in the novel illustrates that the story has educational values that make the reader feel about the story. In addition, the values contained in Kumara Hikayat Sang Kekasih novel are able to provide learning to the reader through their moral message.

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