

The Moral Values in Novel “Earth” and the Values of “Pancasila” Students’ Profile

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DOI: 10.37729/scripta.v11i1.4332 to this article

Abstract. This research is entitled “The Moral Values in Novel “Earth” and The Values of “Pancasila” Students’ Profile (A Descriptive Study of Values in Novel “Earth”)”. The purpose of this study is to identify and analyze the values in friendship and “Pancasila” students’ profiles that are portrayed in the novel. The researcher uses the ‘Earth’ novel written by Tere Liye as a data source. This study is descriptive qualitative research with Helm’s theory and the “Pancasila” students’ profile as the basic theory. A flow analysis model is used to process the intended data, and a structural approach is used to analyze the data. The results of this study show the individual values and social values in friendship, as well as the “Pancasila” students’ profiles portrayed in this novel, namely *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (faith and piety toward God Almighty) (noble character), *berkebhinekaan global* (global diversity), *bergotong-royong* (mutual cooperation), *kreatif* (creativity), *bernalar kritis* (critical reasoning), and *mandiri* (independence).

Keywords: Earth, Literary, Moral Values, Novel, “Pancasila” Students’ Profile

1. INTRODUCTION

Moral values are among the most deeply held beliefs, and they play a critical role in human judgment. Moral values are principles or standards that are used to determine what is right or wrong in a person’s or group’s behavior and decisions [1], [2]. Moral values also help form strong bonds, collaborate towards common goals, and foster a sense of community [3]. They form the foundation of a healthy society and are necessary for personal fulfillment and happiness.

Moral values are not abstract concepts, but rather deeply ingrained in people’s social practices and traditions [4]. People’s lives are linked by narrative, and that moral values and virtues are part of that narrative. The virtues help them progress toward their ‘telos’ or ultimate goal, which is understood in the context of their life’s story. It can be concluded that morality is a concept of life in the form of suggestions or meanings contained in a story addressed to the reader.

Moral values and character education influence each other [5], [6]. These two things play an important role in forming good student character. Character education helps students understand positive values and strengthens their ability to practice them in everyday life [7], [8]. Education itself is one of the most important activities that people go through as they grow up because it allows them to generate insights and ideas that will assist them in solving daily problems and dealing with ongoing environmental changes [9], [10]. Meanwhile, moral education helps students understand the meaning of these values and helps them form a broader understanding of ethics [11].

Character education is the main foundation for forming students’ personalities. This is due to an increase in immoral and unethical behavior among students [12] [13]. Schools must be places that provide a supportive environment for students to shape and develop their character [14] [15]. Furthermore, character education should be provided based on student development in order to achieve positive results [16]. Character education is also important in many aspects of an individual’s life. Its development can be most successful in a needs-supportive learning environment that allows children to experience progress in living well—progress in fulfilling their intellectual, social, and creative potential in devotion to things whose value they come to appreciate [16], [17].

Nowadays, character education has an inseparable relationship with the Merdeka Curriculum. The Merdeka Curriculum is a form of innovation in the world of education promoted by the Ministry of Education and Culture [18]. One application of learning in the Merdeka Curriculum is the project to strengthen the Pancasila students’ profile. The characters can be developed ever since early childhood

education [19]. Therefore, the developmental flow of each character is also adapted to the psychological and cognitive development stages of school-aged children and adolescents [20], [21] [22].

In this research, the researcher linked character education from Pancasila students' profile and literary works, especially novels. This is because novel is an effective medium for instilling character education values. Literature provides readers with information about society's way of life, such as customs, rules, attitudes, and behaviours [23]. In this way, literature can help students understand themselves and others better, as well as develop empathy and compassion. It can also question their assumptions and encourage them to think critically about their surroundings. They can gain insight into the complexities of human behavior and the factors that influence their choices by exploring character education values in literature, and they can learn valuable lessons about how to live a good life [24]. Incorporating literature and creative teaching methods can also help students develop an interest in English literature and improve their literary skills [25], [26][27], [28], [29].

The significant role of literature in modern society is undeniable. Literature becomes a way of expression for each author. Some books reflect society and help us understand the world people live in [30], [31], [32]. Novels, as one of the most popular forms of literature, provide a rich source of material for exploring character educational values and their role in shaping human behavior [33]. Through the analysis of characters, plot, and themes, novels can offer insights into the character education values and choices faced by individuals and societies. A novel is not only entertaining, but must have a character education value for the reader [34], [35].

The Parallel World series, also known as the Earth series, is a fantasy book series by Tere Liye. This series consists of 15 novels that tell about the adventures of three best friends when they explore parallel worlds, with the latest novel titled ILY [36]. They are Raib, Seli, and Ali. Bumi was the first novel in this series. It was published in 2014 by Gramedia Pustaka Utama. Tere Liye weaves simple messages about friendship, sincerity, helping others, and sharing kindness throughout the series. The series has received positive feedback from readers and is one of Tere Liye's best-selling works. Until now, three of the novels in the series—Bumi, Bulan, and Matahari—have been translated into English.

The theme of Earth focuses around a group of teenagers with special abilities who must fight an evil force attempting to resurrect an ancient villain known as the Uncrowned. The plot explores into themes of friendship, courageous behavior, and the strength of determination in the face of adversity. It also explores the significance of discovering one's own identity and life purpose. In the academic field, this novel can be used as teaching material in language and literature learning at school. Through studying literature, students can understand and apply the values contained in the "Pancasila" students' profile.

According to Leavy, novels as research material are also effective because novels can explore other topics that are less likely to be accessed in other materials [37]. Fiction-based research seeks to create a deeper understanding of experiences in a language that is more accessible to people than research published in academic journals. Therefore, the researcher believes that the novel Earth is a suitable novel as the main research material in this research.

Many previous researchers have conducted research analyzing the 'Earth' novel by Tere Liye. One of them is the research conducted by Irmawati and Kemal [38]. This study was a descriptive study. The purpose of this study was to describe the moral message contained in the novel Bumi by Tere Liye. The finding showed that this novel contained moral values of human relations with oneself, the moral values of human relations with other human beings, the moral values of human relations with God and the moral values of human relations with the natural surroundings.

Another study was conducted by Fitriana [39]. The purpose of this study was to describe the education value of emotional intelligence, social, and being individual in novel Bumi authored by Tere Liye and the implementation of those values in Bahasa Indonesia Learning in the school. The findings showed that all of the educational value were found. This study can be used as learning material in learning Bahasa Indonesia on Literature Appreciation material of the first semester grade twelve Secondary High School, especially in understanding the extrinsic value.

A review of the Earth novel was also conducted by Wijaya [40]. In his detailed review, he analyzed the characters, plot, and Tere Liye's writing style. Apart from providing reviews from various aspects, he also gave his personal opinion about the novel Earth. In writing this review, he seems to have used qualitative analysis methods. In his writing, he argued that Tere Liye should make the ending of this novel promise a more interesting adventure, not a cliffhanger. He also felt that the pace of the novel was a little slower at the beginning, which made him tired. Regardless of his critical review, he considered this novel to have great potential if the sequel addressed the unresolved and unanswered issues in this novel.

There are so many researchers connected media for learning and teaching. And it is effective to raise the motivation of someone to learn language and culture [41], [42], [43], [44].

The gap between this research and the three previous studies lies in the objectives, focus, and research theory. Previous research related to this novel focused more on general moral messages, the educational values, as well as internal and external elements of the novel. In this research, the researcher focused on analyzing and finding out the moral values and the moral values of the novel “Earth” which are included in the “Pancasila” students’ profile. One of the theories that is the basis of the research also comes from the “Pancasila” students’ profile, which was approved by the Ministry of Education and Culture in 2022. The approach used in this research also used a structural approach, which is based on intrinsic elements of novel.

2. METHOD

Research Design

This study aimed to find and classify the moral values and values of “Pancasila” students’ profile in the novel. This research focused on the moral values in friendship. It was because the most prominent theme in this novel and most relevant to high school students is the theme of friendship. This novel describes the close relationship between three friends, namely Raib, Seli, and Ali. The close relationship between them becomes the foundation for facing various obstacles and challenges in their adventures. Through this friendship, they learn a lot about life, help each other, and respect each other. Helm [45] defined friendship as a distinctively personal relationship based on each friend’s concern for the other’s well-being, for the other’s sake, and involving some level of intimacy. As a result, friendship is unquestionably central to people’s lives, in part because their special concern for their friends must be integrated into a broader set of concerns, including moral concerns, and in part because their friends can help shape who they are as individuals.

Based on the objective, the method in this study was descriptive qualitative research. According to Creswell [46], qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social or human problem. The purpose of descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. This research was also based on the decision regarding the “Pancasila” Students’ Profile, which was approved by the Ministry of Education and Culture in 2022. This is the main reference for building students’ character and competency in the Merdeka Curriculum [34].

The approach in this research also used a structural approach. According to Barthes [47], a leading figure in structuralism, a structural approach is one that focuses attention on the literary work itself, viewing literary works as autonomous structures that require the reader’s active participation. It suggests various intrinsic elements that support the existence of a work of fiction. Theoretically, these elements can be recognized and explained in terms of their quality, function, and interrelationships.

Because the purposes of this research, a flow analysis model was used to process the intended data. Flow analysis is a method that was developed by Miles and Huberman [48]. Figure 1 below presents the steps of this method.

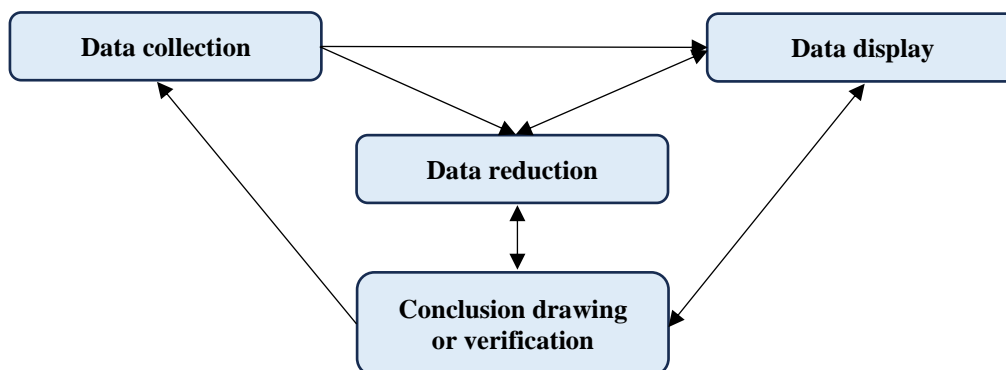


Figure 1. Components of Flow Analysis by Miles and Huberman [48]

Data reduction referred to the process of selecting, focusing, simplifying, and transforming the data collected from the novel. In this step, the researcher carried out a data reduction process after reading the entire novel and understanding the basics of moral values in friendship and “Pancasila” students’ profiles. The researcher marked utterances in the novel that were thought to contain moral values. In the data

display, the researcher organized and compressed the reduced data into a format that was easy to view and understand. The researcher created tables as a tool for collecting and presenting data. The verification step involved drawing conclusions and verifying their accuracy based on the displayed data. The researcher identified and classified the types of moral values in friendship and “Pancasila” students’ profiles.

Technique of Data Collection

The data collection techniques in this research were reading and note-taking. Data were collected after carefully reading the entire novel repeatedly and also from related sources. At first, the whole novel was read with the aim of knowing the general identification. The next step was recording, which was done by recording the utterances from the novel. The next step was recording and analyzing, which was done by recording and filling in the table of tools for data collection that had been made.

Data Analysis

The data were analyzed using the qualitative descriptive method. Data analysis was carried out to find out the moral values in friendship and the values of “Pancasila” students’ profiles contained in the novel “Earth” by Tere Liye. The data analysis method was descriptive-qualitative because the data required a descriptive explanation [49]. The analysis involved reading the novel four times and making notes related to moral values in friendship and the profiles of “Pancasila” students. Utterances within the novel that conveyed moral values in friendship were also noted. Subsequently, the collected data were classified based on the types of moral values in friendship and the corresponding “Pancasila” student profiles.

The results of this research and data analysis were used as a review to understand the teachings of moral values in friendship and the values of “Pancasila” students’ profiles in the novel ‘Earth’ by Tere Liye. This research is expected to contribute to the development of literary works, especially literary works that contain many teachings from “Pancasila” students’ profiles.

3. FINDINGS

This research aims to identify and analyze the moral values in friendship and the values of “Pancasila” students’ profiles that are portrayed in the novel. The scope of this research is limited to the utterances of the main characters in the novel. The total utterances of the main characters in this novel were more than 900. Based on the analysis results by the researcher, 54 utterances were the main data. That was because the rest of the utterances were only daily and usual conversations between the main characters.

The data in the research was obtained by first reading in detail the novel Earth. After that, the data was interpreted based on the intrinsic elements in the novel. The results of research and analysis showed that the moral values in this novel were individual and social values in friendship. Those values were collected by 54 data points.

The first moral value in friendship is individual value. There are 41 data points that show the implementation of individual values in this novel. This implementation was in line with its elements. The utterances showed that the main characters in this novel have their own individual characteristics. This value can be seen from the utterances below:

“Who are you?” I shouted vigorously—not because I was afraid, more because I was shocked out of my wits to suddenly find a figure standing in my big mirror. [50]

The conversation took place in Raib’s room. The sudden appearance of a figure in the mirror causes Raib to question her own existence and reality. The plot featured a mysterious event: the appearance of an unexpected figure in the mirror. Raib’s reaction—shouting vigorously—adds tension and intrigue to the unfolding story. Although she was surprised, she did not express that she was afraid. She shouted loudly and immediately asked who the figure was. She seemed prepared to face unexpected or confusing situations with courage and curiosity. In conclusion, Raib was brave or firm. She could stand on herself and think even in a tense situation.

The second moral value in friendship is social value. There are 46 data points that show the implementation of social values in this novel. This implementation was in line with its elements. The utterances showed that the main characters in this novel have implemented social values that were recognized and embraced by social groups as a guide to living together. This value can be seen from the utterances below:

“You’re the smartest in the class when it comes to language, Ra. Even if Ali can make cars fly, I’m hardly likely to be studying composition with him. Can I just study at your place, Ra? Please!” Seli stuck out her lip. [50]

The conversation took place in the bus while Raib and Seli were on their way back home.

The conversation revealed the dynamics of friendship and academic comparisons. Seli's request to study at home for Raib's character showed social values. This is related to the norms of friendship and cooperation in learning. The context of a conversation about studying together shows how social norms influence interactions between friends. It can also be inferred that Seli acknowledged Raib's proficiency in language, showing that she appreciated and respected her skills. She understood that different people have different strengths, as indicated by her comment about Ali's ability to make cars fly not being relevant to studying composition. Seli's request to study at Raib's place shows her eagerness to learn and improve her own skills. She also used a pleading tone and a physical gesture (sticking out her lip) to persuade Raib to let her study with her.

After classifying all the data in the form of the moral value of friendship and interpreting it, the researcher continued by analyzing the data into the values of "Pancasila" students' profiles. Based on the research results, the "Pancasila" students' profiles contained in the novel 'Earth' are *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (faith and piety toward God Almighty) (noble character), *berkebhinekaan global* (global diversity), *bergotong-royong* (mutual cooperation), *kreatif* (creativity), *bernalar kritis* (critical reasoning), and *mandiri* (independence). The findings were implied by analyzing the previous data (the moral values in friendship) that were also in line with the "Pancasila" students' profile elements. The results showed that all those values were in line, meaning that there were also 54 data points that demonstrate the "Pancasila" students' profile in this novel.

The first profile is *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (faith and piety toward God Almighty, noble character). There are thirty-nine data points that show the implementation of this profile in this novel. This implementation was in line with its elements. The utterances in this novel showed "Pancasila" students' profiles with elements of noble character: personal morals and morals towards humans. This profile can be seen from the utterances below:

"Because the inhabitants of this world don't ever destroy their forest." This was the theory of our little genius, Ali. He explained this as he panted his way up the slope. "Ilo says that this forest is thousands of years old, right? It has never been disturbed. So, the trees grow to their maximum potential. An environment that is fertile and protected provides all the nutrition that is needed. The animals too can develop to their maximum potential, they can even evolve, they are not stunted by the large-scale interventions of human beings. That's why in this world a wild cat can be as big as a wolf. That cat has never experienced domestication or being looked after." [50]
From the utterance above, Ali was portrayed as a knowledgeable and observant character.

He was referred to as a "little genius," suggesting that he was recognized for his intelligence. Ali provided a theory about the inhabitants of the world not destroying their forests, indicating his understanding of environmental conservation and its impact on wildlife. His explanation about the forest's age, the growth of trees, and the development of animals showed his knowledge of ecology and evolution. Despite panting his way up the slope, Ali continued to explain his theory, demonstrating his passion for sharing knowledge. The highlight point is Ali's love of knowledge and how he always observed those around him, which indicates a personal moral element of noble profile.

The second profile is *berkebhinekaan global* (global diversity). In the 'Earth' novel, this profile encourages students to understand and appreciate global diversity. Based on the findings, there are thirteen data points of this profile. The utterances in this novel show "Pancasila" students' profiles with key elements of global diversity, including recognizing and appreciating culture, intercultural communication skills in interacting with others, reflection and responsibility for the experience of diversity, and social justice. This profile can be seen from the utterances below:

"Hey!" Ali jumped in front of me, preempting the moves of that thin figure. "What are you going to do? Who are you anyway, where do you from, you can't just force another person to join your circus troupe! Times have changed. This is no longer an era in which force is acceptable." [50]

In the utterance above, Ali seemed brave and determined. He jumped in front of Raib, anticipating the movements of the slender figure. His action showed that he was ready and ready to protect others. He also might have been justice-oriented. He challenged the figures, asking for their identities and insisting that they could not force others to join their troupe. This suggests that he might have a strong sense of justice and believed in fair treatment of other. Overall, his action and his utterance were in line with social justice, one of the elements of global diversity.

The third profile is *bergotong-royong* (mutual cooperation). In this novel, this profile emphasizes promoting cooperation among each character. There are twenty-six data points of this profile. The

elements of mutual cooperation are collaboration, caring, and sharing. This profile can be seen from the utterances below:

“Be careful, Ra.” Seli squeezed my arm, to give me encouragement. [50]

The utterance above was a simple utterance from Seli to Raib, but there were some personalities that can be interpreted. Based on the elements of mutual cooperation character, she was caring. Her warning to Raib to be careful shows that she cared about Raib’s well-being. Besides that, she was also supportive and communicative. By squeezing Raib’s arm, she was providing physical reassurance and encouragement. Lastly, Seli expressed her concern and support verbally and physically, suggesting that she was open and communicative.

The fourth profile is *kreatif* (creativity). In this novel, the key elements of this profile consist of generating original ideas, producing original work and actions, and having flexibility in thinking to find alternative solutions to problems. There are ten data points that indicate this profile, and most of them were Ali’s utterances. However, the creativity profile can be seen in the utterances below:

“I’m fed up with having to ask you to translate from their language,” said Ali seriously. “So I decided to write down lots of important words in our language. Now please write alongside them the equivalent words in the language of this world.” [50]

The utterance above shows that Ali had creativity profile. He was able to find alternative solutions to his problems and to experiment with various options creatively when faced with changing situations and conditions. The problem was that he was tired of relying on Raib for translation in Moon Clan’s language. Furthermore, Ali was using the resources available to him (the people who can translate) to facilitate his learning. As with the previous utterance, this utterance was also in line with the elements of creativity character.

The fifth profile is *bernalar kritis* (critical reasoning). There are thirteen data points of this profile in this novel. The elements of critical reasoning in this novel are obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting on thoughts and thinking processes in making decisions. The critical reasoning profile can be seen in the utterances below:

“It won’t. That annoying tall thin figure in the hall also said that you couldn’t make something disappear which was already lost to this world.” Ali frowned, thinking. “That must mean something, right? Something which is already lost... We don’t have any other way forward. We need to know as quickly as possible what is really going on. Whatever condition she’s in, Miss Selena needs help right now. That book can give us the solution.” [50]

There were several things that can be interpreted about Ali’s character relating to the critical reasoning profile. First, he was trying to decipher the meaning behind the words of the tall thin figure, indicating that he was analytical and thoughtful. Second, he focused on finding a way forward and understanding the situation, showing his determination and resolve. Third, he believed that the book could provide a solution, showing his problem-solving mindset and belief in the power of knowledge. Overall, his utterances showed that he had some of the elements of critical reasoning profile, which were obtaining and processing information and ideas and analyzing and evaluating reasoning.

The last profile is *mandiri* (independence). In this novel, the key elements of this character consist of awareness of oneself and the situation at hand, as well as self-regulation. The main characters in this novel show that they were able to know themselves. They always reflected on their condition and the situations they faced, including reflection on their condition, both their strengths and limitations, as well as the situation and developmental demands they face. They were also able to regulate their thoughts, feelings, and behavior to achieve a goal and develop themselves. There are thirty-seven data points of this character. The profile of independence can be seen in the utterances below:

“OK. I’m not going to give up.” Ali complained to himself. This time he had a good look at the round sofa in front of him, held it gently, then slowly climbed onto it, watching his balance carefully. He had a wide grin. He had done it. [50]

Ali was portrayed as a determined, careful, and self-motivated individual who celebrated his successes and learned from his experiences. His actions and thoughts provided a glimpse into his character and his approach to overcoming obstacles. Ali’s internal dialogue, where he complained to himself but also motivated himself to keep going, shows that he was self-reliant and capable of self-motivation. This trait can be crucial when facing challenges or pursuing goals.

Overall, his character was in line with the elements of independence profile. He understood his own potential and limitations, understood the situations and challenges he faced, and was able to utilize his strengths to overcome his weaknesses. He was also able to control his emotions and thought critically

4. DISCUSSION

“Pancasila” students’ profiles are the core form of national education goals. They act as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. The six profiles have been designed in such a way as to reflect the expected student character. They are closely associated with moral values in friendship. For example, mutual cooperation, a key Pancasila principle, is also an essential component of friendship. Friends collaborate to achieve common goals and help each other in times of need.

Students can get influences and lessons about the character of the moral values and the “Pancasila” students’ profiles from anywhere. In this case, the researcher used the novel ‘Earth’ as one of the tools. Therefore, this research was conducted with the aim of identifying and analyzing the moral values and the “Pancasila” students’ profile contained in the novel ‘Earth’ by Tere Liye. The findings in this research show that this novel contains two types of moral values in friendship and the six profiles in the “Pancasila” students’ profiles.

The moral values in friendship are individual and social values, while the six “Pancasila” students’ profile are *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (faith and piety toward God Almighty) (noble character), *berkebhinekaan global* (global diversity), *bergotong-royong* (mutual cooperation), *kreatif* (creativity), *bernalarnya kritis* (critical reasoning), and *mandiri* (independence). This indicates that this novel can be used as reading material by students because the values and the profiles are in accordance with national education goals.

The results of this research show that all the “Pancasila” students’ profiles are in the novel ‘Earth’. It can also be concluded that this novel can have a positive influence on students if they read it seriously and have the intention to learn. It is hoped that the results of these findings will provide significance that is in line with what the researchers expected.

However, other researchers revealed different research results and research objectives for this novel. This is because the research topic regarding the “Pancasila” students’ profiles in the novel ‘Earth’ has never been carried out before. In the novel ‘Bumi’, the original novel in Indonesian, many researchers have examined the moral values in this novel. Irmawati and Kemal [38], revealed that the novel ‘Bumi’ has moral values of human relationships with themselves, moral values of human relationships with other humans, moral values of human relationships with God, and moral values of human relationships with the natural environment. In addition, Fitriana, Syam, and Seli [39] also found that the educational values in this novel include the educational value of emotional intelligence, the educational value of social, and the educational value of being an individual. From these studies, it can be concluded that the novel ‘Earth’ by Tere Liye contains many positive values in its characters, regardless of the theory and research methods used.

5. CONCLUSION

Based on the data that has been analyzed, it can be concluded that this novel consists of individual and social values in friendship. These values are in line with the six “Pancasila” students’ profiles. These profiles are *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (faith and piety toward God Almighty) (noble character), *berkebhinekaan global* (global diversity), *bergotong-royong* (mutual cooperation), *kreatif* (creativity), *bernalarnya kritis* (critical reasoning), and *mandiri* (independence). The values and profiles are identified in the utterances in the novel. Because this research is based on the “Pancasila” students’ profiles, which is a national education goal, all the values are positive. In this novel, some of the values developed from the moral values of friendship and “Pancasila” students’ profiles are: kind-hearted, open in communication, caring, confident, passionate, empathy towards friends, brave, creative, critical, determined, self-motivated, and independent.

Another conclusion that can be drawn is that the results of this research show that this novel has benefits, especially for students. In the current education system, the “Pancasila” students’ profiles are an official decision by the Ministry of Education and Culture for the Merdeka Curriculum. Therefore, this novel can be used as a learning material and a reference for students. This novel was also hoped to be a type of entertainment that could have a positive influence on student character development.

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