

## MAPPING CHARACTER EDUCATION VALUES IN SUCIATI'S MENITI ASA THROUGH THOMAS LICKONA'S TEN ESSENTIAL VIRTUES

Juli Novia Purba<sup>1\*</sup> & Hidayatun Nur<sup>2</sup>

<sup>1</sup>Universitas Islam Riau, Indonesia

<sup>2</sup>Universitas Islam Riau, Indonesia

\*Corresponding author, E-mail: [julinoviapurba@student.uir.ac.id](mailto:julinoviapurba@student.uir.ac.id)

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### ABSTRACT

This study aims to map the character education values represented in Suciati's novel Meniti Asa through Thomas Lickona's framework of ten essential virtues. This research is important because the novel portrays the moral struggles of adolescents in conditions of economic hardship, family conflict, and social pressure, making it relevant to contemporary character education discourse. The study employed a qualitative descriptive method using content analysis. The data source was the novel Meniti Asa published in 2021 by PT Inti Prima Aksara. Data were collected through hermeneutic reading techniques involving reading, note-taking, classification, and interpretation. The findings reveal 120 data points representing character education values, consisting of wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. Among these values, fortitude emerged as the most dominant virtue, followed by love and positive attitude. Nayla's moral development reflects resilience, empathy, responsibility, emotional maturity, and self-awareness throughout the conflicts she experiences. The study also demonstrates that Meniti Asa possesses strong pedagogical relevance as a literary medium for strengthening character education in literature learning. Therefore, the novel contributes not only as literary entertainment but also as a meaningful source of moral learning in educational contexts.

## 1. INTRODUCTION

Character education has become one of the central concerns in contemporary education due to the increasing moral problems among young people, such as dishonesty, intolerance, lack of empathy, declining social responsibility, and uncontrolled behavior in social life. Educational institutions are therefore expected not only to develop students' intellectual abilities but also to strengthen moral character and ethical awareness. In this context, literary works can function as an effective medium for character education because literature presents human experiences, emotional conflicts, and moral dilemmas that allow readers to reflect on values in everyday life (Lickona, 2013).

Literature is not merely a form of entertainment but also a reflection of social reality and human experience. Through literary works, readers are able to understand various aspects of life, including moral values, emotional struggles, and social relationships. One literary genre that strongly represents human life experiences is the novel. A novel presents stories through characters, conflicts, and settings that closely resemble real-life situations, enabling readers to emotionally engage with the experiences of the characters. Therefore, novels possess strong potential as a medium for instilling character education values in educational contexts (Hakiki & Shomary, 2025).

Among literary genres, the novel possesses strong potential for character education because it presents life experiences through complex characters and conflicts. Readers are indirectly invited to understand values such as responsibility, perseverance, honesty, empathy,



and self-control through the characters' struggles. Literary learning therefore becomes not only aesthetic appreciation but also moral reflection. The values represented in literary works can influence readers' perspectives, attitudes, and emotional awareness regarding social life and moral behavior.

One novel that strongly represents moral struggle and character development is *Meniti Asa* by Suciati. The novel portrays the life of Nayla, a young girl who faces economic hardship, family responsibility, emotional pressure, and social conflict while trying to pursue education and maintain her personal ideals. Nayla's conflicts are distinctive because they reflect the psychological and moral struggles experienced by many adolescents in lower-middle-class family environments. Unlike protagonists in many popular teenage novels who focus primarily on romance or identity crises, Nayla's character development is closely related to resilience, sacrifice, responsibility, and moral endurance within family life. The novel also depicts how family support, social interaction, and personal struggle contribute to the formation of the protagonist's moral character.

Several previous studies have examined character education values in literary works. Research conducted by Cendani et al. (2022) analyzed character values in the novel *Kembara Rindu* and identified values such as honesty, responsibility, social care, and cooperation. Meanwhile, Putri and Afnita (2020) examined character education values in Tere Liye's novel *Bumi* and found values related to discipline, curiosity, social awareness, and responsibility. Other studies generally focused on identifying character values in broad categories without systematically analyzing moral virtues through a comprehensive theoretical framework.

However, studies specifically discussing Suciati's *Meniti Asa* remain very limited. In addition, previous research generally categorized character values only in general terms and did not comprehensively examine moral virtues through Thomas Lickona's framework of ten essential virtues. Therefore, this study offers novelty both in terms of the object of analysis and the theoretical framework employed. This study focuses on analyzing character education values through ten essential virtues consisting of wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility.

Thomas Lickona's theory is considered appropriate for this study because it views character education as a holistic process involving moral knowing, moral feeling, and moral action (Lickona, 1991). Lickona's framework does not merely classify behavior as good or bad but explains how moral values are internalized emotionally and implemented in everyday behavior. Through this perspective, the protagonist's moral development can be analyzed more systematically and deeply, especially in relation to the emotional and social conflicts experienced throughout the story.

This study aims to map the character education values represented in Suciati's novel *Meniti Asa* through Thomas Lickona's ten essential virtues. In addition, this study seeks to explain the protagonist's moral development and the pedagogical relevance of the novel in literature learning and character education. It is expected that this research will contribute to literary studies and provide insight into the use of literary works as meaningful media for strengthening character education in educational contexts.

## 2. LITERATURE REVIEW



Character education is an educational approach that instills good habits; it goes beyond merely knowing what constitutes good and bad behavior, enabling students to analyze actions based on whether they are permissible or not, and to understand the causes and consequences of their actions. Character education can be implemented through various methods, strategies, and approaches (Harahap Zillingjy, Sri Rahayu, 2025). The value of character education in literary works has become a major focus in the world of education, particularly in efforts to shape students' personalities. Character education itself is not limited to formal settings but can also be acquired through literary media such as novels. As imaginative works, novels possess the power to convey life values subtly and profoundly through their plot, characters, and conflicts.

A study conducted by (Nur Hidayatun, Sri Rahayu, Putri Octa Hadiyanti, Asnawi, Muhammad Mukhlis, Dilla Ersalianda, 2026) *Character Education Values in the Ranah Community's Ilalat: A Perspective* by Thomas Lickona. In this study, the character education values found in Ranah community proverbs include self-control, respect, compassion, justice, responsibility, cooperation, courage, honesty, tolerance, mutual aid, democracy, discipline, and humility. The most dominant character education value is prudence or self-control. The use of Ranah proverbs in the digital era is still practiced by the community during traditional ceremonies. This is because Ranah traditions place great emphasis on the manner and language of communication, which must be refined and respectful. Research conducted by Cendani et al. (2022) on *Character Education Values in the Novel \*Kembara Rindu\** by Habiburrahman El Shyrazi identified seven types of character values: honesty, responsibility, intelligence, health and cleanliness, care, creativity, and mutual aid. Research conducted by Putri Pricilia and Afnita (2020), "Character Education Values in Tere Liye's Novel \*Bumi\* and Their Implications for Indonesian Education," focused on character education values such as honesty, discipline, curiosity, national spirit, friendliness/communication, a love of reading, social concern, and a sense of responsibility.

The above research indicates that novels play a strategic role in instilling character education values. For example, studies analyzing character values in young adult novels show that values such as honesty, responsibility, hard work, and social awareness frequently emerge as central themes. This aligns with the views of literary experts who assert that literary works serve not only as entertainment but also as a medium for moral education.

The novel *\*Meniti Asa\** by Suciati is a literary work rich in life values. This novel depicts the protagonist's struggle in facing various life challenges, such as economic limitations, family conflicts, and social pressures. Through the protagonist's journey, readers can discover various character values such as perseverance, patience, responsibility, honesty, and an indomitable spirit. These values are not conveyed directly, but rather through the characters' experiences, which are capable of stirring the readers' emotions.

Other studies also confirm that the use of novels in learning can enhance students' empathy and social understanding. This is because readers are invited to immerse themselves in the characters' lives, experience the conflicts they face, and understand different perspectives. Thus, literature-based learning can serve as a relevant approach to character education in the modern era. Based on the above discussion, it can be concluded that a study of the character education values in the novel *\*Meniti Asa\** using Lickona's perspective is important to conduct. This research not only contributes to the field of literature but also to the development of



character education, particularly in utilizing literary works as an effective and meaningful learning medium.

The novelty of this study lies in the framework of the 10 essential virtues proposed by Thomas Lickona as the primary analytical tool for examining character education values in Suciati's novel *\*Meniti Asa\**. Unlike previous studies, which generally only identified character values in broad terms (such as honesty, discipline, responsibility, cooperation, mutual aid, hard work), this study examines character more systematically and comprehensively based on ten core virtues, namely: wisdom (good judgment, making good decisions for oneself and others, knowing how to practice virtues and distinguish them correctly, to see what is truly important in life and to set priorities), justice (courtesy, honesty, respect, responsibility, tolerance), fortitude (courage, resilience, patience, perseverance, endurance, and self-confidence), self-control (self-regulation, the ability to control emotions, the ability to manage sexual desires, and the ability to resist temptation), love (empathy, compassion, kindness, generosity, service, loyalty, patriotism, and forgiveness) positive attitudes (hope, enthusiasm, flexibility, sense of humor), hard work (initiative, perseverance, goal-setting, and common sense), integrity (adherence to sound principles, trust in one's conscience, the ability to keep others' words in mind, standing up for what we believe in, and being honest with oneself), gratitude (the habit of being grateful and not complaining), and humility (self-awareness, acknowledging mistakes and taking responsibility for correcting them, and the desire to become a better person).

### 3. METHODOLOGY

This study employs a descriptive method, which is a research method aimed at systematically describing, analyzing, and explaining the phenomena under study in accordance with existing facts. According to Tjutju (2012), "Descriptive research focuses on addressing actual problems as they exist at the time the research is conducted." In the context of this study, the descriptive method is used to present the character education values found in the novel *\*Meniti Asa\**. The type of research used by the author in this study on character education values in Suciati's novel *\*Meniti Asa\** is content analysis. The data in this study consists of quotations of sentences containing character education values in the novel *\*Meniti Asa\** by Suciati, analyzed using Lickona's theory. The data sources for this study were obtained from the novel *\*Meniti Asa\** by Suciati, published in 2021, comprising 127 pages, and published by PT Inti Prima Aksara.

This study used the entire text of the novel as its data source, which consists of 14 sections. The data collection technique employed in this study was the hermeneutic method. A total of 120 data points were identified in this study. There is 1 data point on wisdom, 3 on justice, 44 on perseverance, 3 on self-control, 20 on love, 15 on a positive attitude, 14 on hard work, 3 on integrity, 11 on gratitude, and 6 on humility. All forms of activity in literary studies require interpretation and the assignment of meaning, including literary criticism and literary appreciation (Manshur Ali & Umu Nafisatul Munawaroh, 2023). The hermeneutic technique involves reading, noting, and drawing conclusions (Hamidy & Edi Yusrianto, 2003). The hermeneutic technique employed in this study consists of reading, noting, and drawing conclusions. The data analysis technique used in this study is content analysis.

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Lickona's	Operational Indicator	Example Focus
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<b>Virtue</b>		
<b>Wisdom</b>	Ability to make morally reasoned decisions	prioritizing family, moral judgment
<b>Justice</b>	Responsibility, honesty, tolerance, respect	fulfilling duty, respecting difference
<b>Fortitude</b>	Patience, courage, resilience, self-confidence	facing hardship without giving up
<b>Self-Control</b>	Managing emotion and impulse	controlling fear, anger, anxiety
<b>Love</b>	Compassion, empathy, care	helping others, parental affection
<b>Positive Attitude</b>	Hope, enthusiasm, optimism	maintaining motivation
<b>Hard Work</b>	Perseverance, initiative	studying seriously, persistence
<b>Integrity</b>	Honesty and consistency with principles	keeping promises, moral commitment
<b>Gratitude</b>	Thankfulness and acceptance	appreciating simple life
<b>Humility</b>	Self-awareness and admitting mistakes	apologizing, self-reflection

#### 4. RESULTS AND DISCUSSION

##### 4.1 Distribution of Character Education Values in Meniti Asa

This study identified 120 data points related to character education values in Suciati's novel Meniti Asa. The findings were analyzed using Thomas Lickona's framework of ten essential virtues, which emphasizes moral knowing, moral feeling, and moral action as the foundation of character development (Lickona, 1991). The distribution of the data is presented in the following table.

No	Character Education Values	Operational Indicators	Frequency
1	Wisdom	Moral judgment, decision-making, prioritizing family interests	1
2	Justice	Responsibility, honesty, tolerance, respect for others	3
3	Fortitude	Patience, courage, resilience, self-confidence	44
4	Self-Control	Managing emotions and self-regulation	3
5	Love	Compassion, empathy, care, emotional support	20
6	Positive Attitude	Hope, enthusiasm, optimism	15
7	Hard Work	Perseverance, diligence, consistency in achieving goals	14
8	Integrity	Holding moral principles and remembering advice	3
9	Gratitude	Thankfulness and acceptance of life circumstances	11
10	Humility	Self-awareness and willingness to admit mistakes	6
	<b>Total</b>		<b>120</b>



The table demonstrates that fortitude is the most dominant character value found in the novel, followed by love and positive attitude. The dominance of these values indicates that the novel strongly emphasizes perseverance, emotional endurance, and optimism in facing life struggles. Through Nayla's experiences, the author presents character education not merely as moral instruction but as a reflection of realistic social experiences encountered by adolescents from lower-middle-class families.

The findings also show that the values in *Meniti Asa* are interconnected. For example, perseverance is frequently accompanied by hope, gratitude, and compassion. This pattern suggests that moral development in the novel is constructed holistically rather than through isolated virtues. Such representation aligns with Lickona's view that character education should integrate cognitive, emotional, and behavioral dimensions simultaneously (Lickona, 2004).

#### 4.2 Dominant Character Values: Fortitude, Love, and Positive Attitude

The analysis reveals that fortitude becomes the most dominant virtue in the novel. This value appears through Nayla's persistence in facing poverty, educational limitations, family pressure, and emotional struggles. Nayla is portrayed as a character who continuously survives difficult circumstances without losing motivation.

One of the quotations reflecting fortitude is presented below:

"This trial demands that I continue to cultivate patience. I am certain that one day, beautiful times will come. I don't know when exactly, but I won't lose hope just because life hasn't been kind to me yet" (Suciati, 2021, p. 4).

The quotation reflects patience and emotional endurance. Nayla does not react impulsively to hardship but chooses to remain calm and optimistic. The character's resilience illustrates that fortitude is not merely physical courage but also psychological strength in enduring suffering. This finding is relevant to Lickona's concept of fortitude, which includes courage, perseverance, and emotional resilience in difficult situations (Lickona, 2004).

Another dominant value is love, particularly compassion within family relationships. Love is reflected through emotional support between parents and children. Although Nayla's family experiences economic difficulties, emotional warmth remains strong throughout the story.

"Mom and Dad's prayers are with you every step of the way. May you succeed and become the pride of everyone around you" (Suciati, 2021, p. 78).

This quotation demonstrates parental affection and moral encouragement. The emotional support given by Nayla's parents becomes an important factor shaping her perseverance and confidence. In this context, love functions as emotional reinforcement that motivates the protagonist to continue struggling for a better future. The finding supports Lickona's argument that compassion and empathy are essential components in the development of positive character (Lickona, 1991).

Positive attitude also appears prominently in the novel through hope and enthusiasm. Nayla consistently demonstrates optimism despite living in unfavorable conditions.

"I want to ease my mother's suffering. So that the weight on her mind might be lifted a little" (Suciati, 2021, p. 57).



The quotation shows that hope becomes a psychological foundation for the protagonist. Nayla's optimism is not expressed through unrealistic imagination but through concrete efforts and determination to improve her family's condition. This finding indicates that the novel presents optimism as an active attitude closely related to responsibility and hard work.

The dominance of fortitude, love, and positive attitude indicates that Meniti Asa emphasizes moral resilience in everyday life. The novel portrays character education through realistic struggles, making the values easier for readers, particularly students, to understand and internalize.

#### 4.3 Moral Development of the Protagonist

The protagonist, Nayla, experiences significant moral development throughout the narrative. At the beginning of the story, Nayla is portrayed as a teenager struggling to understand difficult family circumstances. However, as conflicts intensify, she gradually develops emotional maturity, responsibility, and moral awareness.

Nayla's moral growth is evident in her willingness to work in order to reduce her mother's burden. Her decision reflects wisdom and responsibility because she prioritizes family welfare over personal comfort.

“Dad, please let me go. This is the only way Nayla can help Mom” (Suciati, 2021, p. 9).

This quotation demonstrates Nayla's ability to make morally reasoned decisions. She understands that her family is facing financial hardship and voluntarily chooses to contribute. Such actions indicate moral maturity because the decision is based on empathy and responsibility. This aligns with Lickona's explanation that moral character involves the ability to make good decisions and act responsibly toward others (Lickona, 1991).

Moral development is also reflected in Nayla's honesty and integrity. When she finds a wallet, she immediately returns it to the owner without taking anything from it.

“Honestly, I didn't take a single rupiah from it” (Suciati, 2021, p. 29).

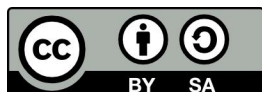
The quotation highlights the protagonist's moral consistency. Even in difficult economic conditions, Nayla maintains honesty as a personal principle. This suggests that moral character in the novel is not shaped by wealth or social status but by personal values and upbringing.

In addition, Nayla develops self-awareness throughout the story. She begins to realize her emotional mistakes and learns to reflect on her actions.

“Tomorrow I'm going to apologize. I didn't know he'd been struggling with things all this time” (Suciati, 2021, p. 84).

This quotation reflects humility and emotional maturity. Nayla recognizes her mistakes and demonstrates willingness to improve herself. Such awareness indicates moral transformation because the character not only understands moral values cognitively but also applies them in social interactions.

Overall, Nayla's character development illustrates a gradual moral learning process shaped by suffering, family relationships, social interaction, and personal reflection. The novel



therefore presents character education dynamically through the protagonist's life experiences rather than through direct moral instruction.

#### **4.4 The Pedagogical Relevance of Meniti Asa**

The findings indicate that Meniti Asa possesses strong pedagogical relevance for literature learning and character education. The novel contains moral values closely related to students' social realities, such as perseverance, responsibility, honesty, empathy, and gratitude. These values are conveyed through relatable conflicts, making the novel suitable as teaching material in literature classes.

From an educational perspective, literary works provide emotional experiences that enable students to understand moral issues more deeply. Through Nayla's struggles, students are encouraged to reflect on family relationships, social responsibility, and personal perseverance. This supports the argument that literature functions not only as entertainment but also as a medium for moral and emotional development.

The novel is also relevant to the implementation of character education in Indonesian schools. The values identified in this study align with educational goals emphasizing moral development alongside academic achievement. For example, the values of honesty, responsibility, perseverance, and empathy correspond to the character-building objectives promoted in contemporary education.

Furthermore, the use of Lickona's ten virtues framework demonstrates that literary learning can be integrated systematically with character education. Teachers may utilize the novel to encourage classroom discussion about moral dilemmas, emotional resilience, and ethical decision-making. Students are not only invited to analyze narrative elements but also to interpret moral meanings embedded within the story.

Therefore, Meniti Asa can serve as an effective literary resource for strengthening character education. The novel offers realistic representations of moral struggle that may help students develop empathy, self-awareness, and positive attitudes in their daily lives.

## **5. CONCLUSION**

This study reveals that Suciati's Meniti Asa contains various character education values represented through Thomas Lickona's ten essential virtues. Among the identified values, fortitude becomes the most dominant virtue, followed by love, positive attitude, and hard work. These values are reflected through Nayla's struggles in facing poverty, family conflict, emotional pressure, and educational challenges.

The study also demonstrates that Nayla experiences significant moral development throughout the story. Her character gradually develops into a more resilient, responsible, compassionate, and self-aware individual through various life experiences and social conflicts. Furthermore, the novel has strong pedagogical relevance in literature learning and character education because it presents moral values in realistic and emotionally engaging contexts. Therefore, Meniti Asa can function as an effective literary medium for strengthening students' character education and moral awareness.



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## ABOUT THE AUTHOR(S)

The author is a student at Riau Islamic University with an interest in literary studies and education. The focus of this research is on character education values in literary works, particularly novels. Through this research, the author seeks to examine and uncover the character values contained in novels as a contribution to the development of character education in the field of education.

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