Moral Values in *The Little Prince* Novel as Character Education in Junior High Shools

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Abstract. This research aims to identify the moral values contained in the novel The Little Prince by Antoine de Saint-Exupery in relation to character education in junior high school. It is in line with the learning outcomes of Indonesian subjects in Phase D of the Independence Curriculum. This research is a descriptive qualitative study, with data collection carried out using documentation techniques. The data was in the form of story quotes that show moral values, taken from the data source: the novel. Data analysis was performed using an interactive approach. The results of this study are: (1) the moral values found include positive ones (helpful, discipline, reflective, obedience, sincerity, responsibility, friendship, and love values) as well as negative ones (injustice, arrogance, dishonor, greed, and deception); and (2) the moral values can be utilized in character education and are in line with the achievements of Indonesian language learning in phase D of the Curriculum.

Keywords: character education · moral value · novel · indonesian learning outcome

1 Introduction

Literary works are works of art that present aesthetics as their medium and imaginatively or creatively express the existence of humanity in all its variations through the medium of language. Writers reflect on themselves in their social surroundings by imbuing them with beautiful language based on their creativity and imagination, allowing them to give birth to all genres of literary works. Literary works act as a vehicle for imaginative literary expression, capturing the essence of life as it is felt, experienced, thought about, or internalized (Imron & Farida, 2020: 4) [1].

The statement above is in line with Junus (1986: 3) [2] that stated that The elements in a literary work cannot be separated from various aspects of human life. Factors motivating the author include societal problems, which encourage the author to create a background for a work. Literature is returned to its owners because it is considered a socio-cultural document and an integral part of a society's socio-cultural reality at a given time.

Many literary works contain moral values; one of them is the novel. Wahyuni stated that readers are expected to be able to take the wisdom or message contained in a literary work's story (Arifin: 2019) [3]. Morals are formed based on general opinions in

a society in a certain environment, which are then accepted in relation to social unity. (Aminuddin, 2011: 153) [4] stated that morals are actions or actions that are carried out based on general opinions in society in a certain environment. Morality is often shown by the expression of the teachings of the characters in their roles by referring to the goodness or badness of an attitude and action as a human being conveyed by the author to his readers. The basis of moral values that exist in society is often used as a benchmark in determining the right or wrong of a human attitude or action (Suseno, 1989: 18) [5].

Moral values must be taught to students in the educational system in order to form the next generation of citizens who are religious and have a sense of humanity. Given the increasingly advanced and modern world, the moral decline in the nation's next generation continues. As a result, moral learning is critical in the field of education for organizing one's self-personality, particularly for students.

Character values are important for balancing one's education because they can make a person fully educated; a person who not only has intellectual capacity but also has noble character, is capable, and becomes a good citizen. Novels are one way in which character values can be taught to someone. Novels used for educational purposes must have an interesting backstory. Novels used for educational purposes must therefore meet these criteria.

Character education is an effort to actively develop students' potential through a positive environment and a learning process that is conscious, structured, and well planned. These activities aim to develop students' religious strength, self-control, personality, intelligence, noble character, and skills required by themselves, society, the nation, and the state. As a result, character education is becoming increasingly important in the world of education in order to develop students with good character qualities that are not solely academic in nature (Nisa, 2016: 59) [6].

Several similar studies regarding moral values in novels have been conducted by Arifin (2019) [3], Risman and Harziko (2020) [7], Laura Dwi Putri (2019) [8], Rahmawati (2019) [9], and Mar'ati (2019) [10]. In comparison to this research, those studies used different data sources. This study used the novel *Pangeran Cilik* (The Little Prince) by Antoine de Saint-Exupery as the data source. In addition, this research was focused on utilizing the moral values contained in the novel for character education that is adapted to the Learning Outcomes of phase D of the Independence Curriculum at the junior high school level. Moral values are the main research object for building character education for students at the junior high school level.

2   Method

In this study, the author chose a qualitative descriptive method as a research method to examine the data and process it so that it becomes a complete text. Sanjaya stated that research with the descriptive method is research conducted to be able to explain things sequentially, factually, accurately, and have certain characteristics (Robayani, et al.: 2020) [11]. Meanwhile, Bodgan and Taylor argued that qualitative research is the production of descriptive data in the form of words, either written or spoken, by carrying out research procedures that involve humans and their observable behavior. (Moleong, 2014:4) [12]. A descriptive study is one that is broken down in the form of words or pictures, not in the form of numbers (Semi, 2007) [13].

The source of data in this research is the novel *Pangeran Cilik* (The Little Prince) by Antoine de Saint-Exupery (2018) [14]. The data was in the form of sentences containing moral values contained in the novel. Documentation techniques were used to collect data. The first step to obtain the data sources was for the authors to sort the documents that will be used as research objects. Then the author identified the moral values contained in the novel by using document techniques. Data analysis was carried out using the interactive model, including data collection, data reduction, data presentation, data verification, and conclusions.

3   Results and Discussion

The Little Prince is a literary adaptation of its original French title, *Le Petit Prince*, by Antoine de Saint-Exupery. It is the novel with the most translations in the world. Even though it is packaged like a children's fairy tale book, this novel can also be enjoyed and contemplated by adults because it contains many moral values that exist in the midst of human life. PC tells stories from his perspective as a child, with his naivety and innocence, which touch on some of the most basic human values and experiences.

3.1   Moral Values in the Little Prince

3.1.1   Positive Moral Values

Helpful. Helpful in this case refers to a character that likes to help other people. If someone has a helpful personality, then it will be able to increase a sense of concern and sensitivity towards people who need help. In addition, humans are social beings who need each other; with this value, students will have a helpful attitude that can foster a sense of brotherhood among human beings.

(1) *"Tak apalah. Gambarkan aku seekor domba."*

Karena belum pernah menggambar domba, maka kubuatkan untuknya salah satu dari kedua lukisan yang mampu kubuat, yaitu ular sanca tertutup. Dan aku tercengang mendengar bocah itu berkata. "Bukan, bukan! Aku tidak mau seekor gajah dalam perut ular sanca. Ular sanca sangat berbahaya, dan gajah mau ditaruh di mana? Tempatku kecil sekali. Aku membutuhkan seekor domba. Gambarkan aku seekor domba." (Exupery, 2018: 13).

{"It's okay. Draw me a sheep."

Having never drawn a sheep before, I made him one of the two paintings I was able to do, that of a closed python. And I was dumbfounded to hear the boy say. "No, no! I don't want an elephant in a python's stomach. Pythons are very dangerous, and where do elephants want to be put? My place is so small. I need a sheep. Draw me a sheep." (Exupery, 2018: 13).}

In data (1), the astronaut character reflects a helpful nature. He gladly helps the Little Prince who asked him to draw a sheep.

Discipline. Discipline is important in life to make a person productive in going through life. As a student, it is very important to practice discipline in order to complete tasks regularly, precisely, and quickly. The value of discipline is shown by the figure of the Little Prince as follows.

> (2) *"Pagi-pagi sehabis mandi, planetnya harus dibersihkan baik-baik. Begitu bisa membedakannya dengan mawar—yang mirip sekali dengan baobab kalau masih muda—kita mesti memaksa diri untuk mencabutnya dengan teratur. Itu pekerjaan yang sanagat membosankan, tetepi sagat mudah."* (Exupery, 2018: 26).
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> *{"Early in the morning after taking a bath, the planet must be cleaned carefully. Once we can tell them apart from roses—which look a lot like baobabs when they are young—we have to force ourselves to pull them out regularly. It was a very tedious job, but very easy." (Exupery, 2018: 26).}*

In data (2), the Little Prince is portrayed to have a habit of cleaning the baobab trees well every morning after bath. Since young baobabs are very similar to roses, those that are old and can be distinguished from roses must be uprooted regularly so that the little prince's planet is not cramped. Even though it was a boring job, Little Prince was disciplined to do this habit to have comfort in his planet.

Reflective Value. Reflective thinking is the process of thinking deeply about mistakes one has made in the past to ensure that they do not repeat in the future. The reflective value is demonstrated as follows in the novel:

> (3) *"Aku tidak mengerti apa-apa waktu itu! Seharusnya aku menilainya atas dasar perbuatannya, bukan kata-katanya. Ia mengharumi dan menrangi diriku. Aku tidak pantas melarikan diri. Aku semestinya menebak kemesraannya di balik tipu dayanya yang kekanak-kanakan. Bunga-bungan begotu penuh kontradiksi! Tetapi waktu itu aku masih terlalu muda untuk bisa mencintainya."* (Exupery, 2018: 39).
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> *{"I didn't understand anything then! I should judge him by his actions, not his words. It perfumes and brightens me. I don't deserve to run away. I should have guessed her affection behind her childish deceit. Such flowers are full of contradictions! But then I was too young to love him." (Exupery, 2018: 39).}*

The Little Prince's image serves as an example of reflective value in data (3). The Little Prince used to let his ego take control of him and make him unaware of his love for roses on his home planet because he was still a young child and had no concept of what love was. Finally, he can look back on himself and understand that the roses are his love and need to be cared for.

Obedience. One of the fundamental norms that all people must possess is the ability to follow the rules. Rules are intended to be followed in order to make it more comfortable to live as a social being with other social beings. People can have integrity and be aware that they live side by side with other people if they adopt a rule-following attitude. If we don't follow the rules, we may be violating the rights of others.

(4) *"Selamat pagi. Mengapa lenteramu baru kaupadamkan?"*

"Itulah aturannya," jawab penyulut. "Selamat pagi."

"APa itu aturan?"

"MEmadamkan lentera. selamat malam."

"ITulah aturannya," jawab penyulut.

"AKu tidak mengerti," kata Pangeran Cilik.

"Tidak ada yang perlu dimengerti," jawab penyulut. "Aturan adalah aturan. Selamat pagi." (Exupery, 2018: 61).

{"Good morning. Why have you just put out your lamp?"

"Those are the rules," answered the igniter. "Good morning."

"What are the rules?"

"Extinguishing the lantern. Good night."

"Those are the rules," answered the igniter.

"I don't understand," said the little prince.

"There's nothing to understand," replied the igniter. "Rules are rules. Good morning." (Exupery, 2018: 61).}

The Igniter figure in data (4) serves as an example of the attitude of following the rules. He strictly abides by the laws in place on his planet. Because of his job as an igniter, he is required to follow rules by starting a fire at any time allotted by them.

Sincerity. Sincerity is one of the norms that involves giving something selflessly or not expecting anything in return for the actions we take. Sincerity can help us accept everything as it is.

(5) *"Inilah rahasiaku. Sangat sederhana: hanya lewat hati kita melihat dengan baik. Yang terpenting tidak tampak di mata."* (Exupery, 2018: 88).

{"This is my secret. Very simple: only through the heart we see well. The most important thing is invisible to the eye. (Exupery, 2018: 88).}

The Fox character in data (5) demonstrates sincerity through his secret, which is that kindness and sincerity are felt through the heart and cannot be seen with the eye.

Responsibility. One of the fundamental rules of living as a human is responsibility. Other humans will respect humans who act responsibly. Because if we take responsibility for our actions, we won't make mistakes, and other people will respect us.

(6) *"…Kamu menjadi bertanggung jawab untuk selama-lamanya atas siapa yang telah kamu jinakkan. Kamu bertanggung jawab atas mawarmu.."* (Exupery, 2018: 88).

{"…You become eternally responsible for those you have tamed. You are responsible for your rose…" (Exupery, 2018: 88).}

In data (6) the Fox advises the Little Prince about his responsibilities to the roses of his planet which he neglects. He explained that we must be responsible for what we have.

Friendship. Friendship is a very useful value for students to have in their lives both inside and outside of school. With the value of friendship, students will understand everything that can form a sense of friendship by requiring each individual to trust each other in all matters between friends.

> (7) *"Pergilah melihat bunga-bunga mawar itu lagi. Kamu akan mengerti bahwa bungamu satu-satunya di dunia. Lalu kamu kembali kemari untuk pamit, dan aku akan mengahdiahkan suatu rahasia kepadamu."* (Exupery, 2018: 87).
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> *{"Go look at the roses again. You will understand that your flower is the only one in the world. Then you come back here to say goodbye, and I will gift you a secret." (Exupery, 2018: 87).}*

In data (7) the value of friendship is described by the Fox and the Little Prince, who become friends because of their meaningful meeting. For the sake of the prince, the Fox always gives him enlightenment about life.

Love. The moral value of love is a moral value related to love for oneself, others, and the surroundings. By having love, one will live his life in harmony.

> (8) *"Kalian cantik tapi hampa.," katanya lagi."Orang tidak akan mau mati bagi kalian. Bunga mawarku, bagi orang sembarangan, tentu mirip dengan kalian. Tapi ia setangkai lebih penting dari kalian semua, karena dialah yang telah kusirami. Karena dialah yang kulindungi dengan penyekat. Karena dialah yang kubunuh ulat- ulatnya (kecuali dua-tiga untuk kupu- kupu). Karena dialah yang kudengarkan keluh kesahnya, bualannya, atau malah kadang kebisuannya. Karena dialah mawarku."* (Exupery, 2018 : 87).
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> *{"You are beautiful but empty.," he said again. "People will not want to die for you. My roses, for random people, certainly look like you. But he is a stalk more important than all of you, because he is the one I have watered. Because he's the one I protected with insulation. Because he's the one I killed the caterpillars for (except two or three for the butterflies). Because he is the one I listen to his complaints, his boasting, or sometimes his silence. Because she is my rose." (Exupery, 2018: 87).}*

Data (8) reveals the planet's true value of love for the rose that belonged to the Little Prince. The prince finally understood the sincerity and kindness of his love for the roses on his planet after meeting the Fox. The prince adores roses despite the fact that they can occasionally display arrogance because they are his only friends on the planet he lives on.

3.1.2 Negative Moral Values

Injustice. Injustice is a negative value that is often found in social life. Injustice often gives birth to bad people. Injustice itself is a condition that occurs when a group or individual is treated differently and marginalized in society.

(9) *"…Kamu data mengadili tikus tua itu. Kamu menghukumnya mati dari waktu ke waktu. Dengan demikian, kehidupannya tergantung pada keadilanmu. Tetapi setiap kali itu pula kamu mengampuninya untuk menyelamatkannya…"* (Exupery, 2018: 48)

{"…You data tried that old mouse. You sentence him to death time after time. Thus, his life depends on your justice. But each time you forgave him to save him…" (Exupery, 2018: 48)}

In data point 9, injustice is described by the King of the Planet, who arbitrarily judges everything not based on the norms of goodness. He easily punishes a mouse without knowing the guilt, then forgives it to save it.

Arrogance. A feeling of arrogance goes along with an arrogant form. Someone who has arrogance thinks he is better than other people. Because it is in our nature to constantly strive for more, arrogance manifests in people, whether they are aware of it or not. An individual's life can suffer from pride.

(10) *"Mengagumi artinya mengakui bahwa aku orang yang paling tampan, berpakaian paling bagus, paling kaya, dan paling pandai di planet ini."* (Exupery, 2018: 51)

{ "To admire is to admit that I am the most handsome, best dressed, richest, and most intelligent person on this planet." (Exupery, 2018: 51)}

In data (10), arrogance value is reflected in the one arrogant person on the planet. The individual believes he is perfect and superior to everyone else. Everyone is required to admire and flatter him. This is not in accordance with the good norms that exist in society.

Dishonor. Someone with a bad attitude or bad behavior can bring a dishonor into his life. Someone who engages in behavior that is not commendable in accordance with the norms established in society will be criticized and disliked by many people.

(11) *"Aku minum,"* kata pemabuk dengan nada berduka.

"Mengapa engaku minum?" tanya Pangeran Cilik yang langsung iba.

"Melupakan aku merasa malu," pemabuk mengaku sambal menunduk.

"Malu kenapa?" tanya Pangeran Cilik yang ingin menolongnya.

"Malu karena minum," jawab pemabuk, yang kemudian terpuruk dalam kebisuan. (Exupery, 2018: 52).

{"I drink," said the drunkard in a mournful tone.

"Why don't I drink?" asked the little prince who immediately felt pity.

"Forgetting I felt embarrassed," the drunk confessed while looking down.

"Embarrassed why?" asked the little prince who wanted to help him.

"Ashamed of drinking," replied the drunkard, who then sank into silence. *(Exupery, 2018: 52).*

Data (11) describes a drunk who always gets drunk because he is ashamed of his drunkenness. This is not a commendable act, and it violates societal norms. It brings dishonor to the person.

Greed. Greedy people are unfit to live alongside other humans. Because of greed, humans can be cruel to other humans. Greed brings misery to those who indulge in it.

(12) *"Tentu saja. Jika kamu menemukan berlian yang bukan milik siapa-siapa, itu menjadi milikmu. Jika kamu menemukan pulau yang bukan miliki siapa-siapa, itu menjadi milikmu. Jika kamu yang pertama mempunyai suatu gagasan, kamu patenkan: kamulah yang memilikinya. Dan aku memiliki bintang-bintangm karena tidak seorang pun sebelum aku pernah berpikir akan memilikinya."* (Exupery, 2018: 57).

{"Of course. If you find a diamond that doesn't belong to anyone, it's yours. If you find an island that belongs to no one, it's yours. If you are the first to have an idea, you patent it: you own it. And I have the stars, because no one before me ever thought they would." (Exupery, 2018: 57).}

In data (12), greed is described by an adult on a planet who always considers everything in this world that does not belong to anyone as his own. In fact, as humans, we should not be like that. This action is a violation of societal norms.

Deception. It is dishonorable to deceive someone or many people. People who are smarter than others should not deceive others. Taking advantage of the suffering of others is a form of transgression of societal values and norms.

(13) *"Ia pedagang pil canggih yang meredakan rasa dahaga. Ditelan satu butir seminggu, tidak terasa ingin minum lagi."* (Exupery, 2018: 91).

{"He's a merchant of sophisticated pills that quenches thirst. Swallowed one grain a week, do not feel like drinking anymore. (Exupery, 2018: 91).}

Data (13) describes a fancy pill dealer who claims his pills can quench thirst and that experts have calculated that he saves 53 min per week by not drinking water. In fact, if you have another 5 min, you can walk slowly to the shower. This action is against the rules because it deceitful to others.

3.2   Implementation of Moral Values in Character Education in Junior High School

In the novel, there are moral values associated with good morals and bad morals. They become human standards for how he should behave and act in society. These good and

bad morals can be taught to students as a basis of knowledge for them to behave well and stay away from bad attitudes in their community so that the next generation of superior and accomplished nations is created, not only in the academic field.

The moral principles presented in the book can then be used and put into practice in junior high school character education. There are three forming opinions regarding the inclusion of national character education in schools because junior high school students are in the process of making the transition from adolescence to adulthood. First, national character education is a subject that can be taught on its own. Second, nationalism, religious education, and other pertinent subjects all provide instruction on how to develop national character in an integrated manner. Third, all subjects can incorporate national character education (Dalimunthe: 2015) [15].

In line with the second and third opinions, this research integrates learning Indonesian towards character education. This is ini line with Marysa, et al.(2014) [16]stated that character education can be carried out integrated with learning Indonesian in schools, especially at the junior high school level. There are also previous studies that focused on character education using novels, such as Suhita & Wardani (2018) [17], Sulastri dan Alimin (2017) [18], Elisa, et al. (2016) [19], Maulidiah, et al. (2022) [20], Furaidah, et al. [21], Prihastari & Widyianingrum (2018) [22], and Rozani & Oktarina (2020)[23].

In phase D (Junior High School), the Curriculum targets various learning outcomes such as: students are able to understand, process, and interpret exposition information on various topics and literary works. Students are able to actively participate in discussions, present, and respond to non-fictional and fictional information presented. Students write various texts to convey their observations and experiences in a more structured manner and write their responses to exposure and readings using their experiences and knowledge. Students develop self-competence through exposure to various character-strengthening texts.

The implementation of character education at the junior high school level has been investigated by previous researchers, such as Buchory (2014) [24], Marysa (2014) [16], and Revita (2020) [25]. The implementation of character education integration is then carried out in stages of designing, implementing, evaluating, and following up. At the design stage, material development is carried in order to adjust the integration of character education. For learning fiction books, the novel The Little Prince by Antoine de Saint-Exupery can be selected as a learning object. Furthermore, moral values as teaching materials can be associated with cognitive value recognition, effective appreciation, and finally with real value practices by students in everyday life. In the implementation stage, students can apply the normal values in the novel through language activities (listening, speaking, reading, and writing). Students are equipped with knowledge about good and bad norms found in novels, then carry out good normative values and stay away from bad normative values in their daily lives. To improve character education in schools, habits can be carried out by implementing several activities. Ramawati, et al. (2021) [26] investigated the use of 5S culture in improving the quality of student character education. The application of the 5S culture, which includes smiling, greeting, greetings, and politeness, can be made a habit for students in order to improve character education based on moral values that have been learned through the novel.

The good moral values in the novel (helpful, disciplined, reflective, obedient to rules, sincerity, responsibility, friendship, and love) are taught to students. Injustice, arrogance, dishonest behavior, greed, and fooling are examples of bad values that are taught. They are provided as knowledge about norms and serve as a warning to students not to follow these norms in real life. The teacher then instructs students on how to incorporate positive normative values into their daily habits, beginning with the school's mission. For instance, it is customary to pray first before learning, and prayers contain religious norms. With the teacher's guidance, students can imitate and apply moral principles based on their religion, *Pancasila*, culture, and national education goals by reading stories in novels that have moral lessons that are applied by the characters.

Rohman (2019) [27] explained that character is developed in three stages, namely the stages of knowledge (knowing), implementation (acting), and habits (habit). The implementation of character education in this research is carried out in an integrated way in learning that introduces values, increases awareness of the importance of values and internalizes values in the behavior of students everyday in accordance with learning, both on fiction book material through these three stages.

4 Conclusion

From the analysis of the data, it can be concluded that novels contain various character values that can be utilized in character education in schools. A story can have an attraction value that makes it easier to remember and digest for students. From this format, character values can be educated into students' knowledge, actions, and habits.

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