

An Analytical of Character Education Value and its Relevance as an Indonesian Language Learning Material in High School Based on *Mengejar-ngejar Mimpi* Novel by *Dedi Padiku*

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Abstract—This study aims to find out the structure of the novel *Mengejar-ngejar Mimpi* by *Dedi Padiku*, describe the values of character education contained in the novel *Mengejar-ngejar Mimpi* by *Dedi Padiku*, and to find out its relevance as an Indonesian Language learning material in high school. The data of this study are quotations in the novel that are in accordance with the value of character education. The results of the study can be concluded that first, the structure of the novel *Mengejar-ngejar Mimpi* (The Pursuit of Dream) by *Dedi Padiku* includes (a) the theme: the struggle of *Dedi Padiku* characters in pursuing their dreams. (b) the main character: *Dedi Padiku*, while additional figures: Iyen, Alun, Suwanda, Iwan, Iton, and Budi prosper. (c) plot: forward, (d) the background is divided into 3, namely; place setting, time setting, and situation setting. Secondly, the value of character education in the novel "*Mengejar-ngejar Mimpi*" by *Dedi Padiku* is 9, namely discipline, hard work, independence, curiosity, fond of reading, responsibility, religious, respectful of achievement, friendly/communicative. Third, the novel *Mengejar-ngejar Mimpi* by *Dedi Padiku* can be used as a teaching material for Indonesian language learning in high school, because it is in accordance with the 2013 curriculum contained in the syllabus, which is about the novel structure found in even semester XII.

Keywords—value, character education, and study relevance.

I. INTRODUCTION

Good education indeed starts at home, and improving the education of a child is continued in school. Education is an effort made by a child on all aspects of personality development, both formally, informally, and non-formally [1]. So, education is not only related to all forms of theory, but also the formation of character needs to be a balance of formal education. In a journal entitled "Research Based and Character Education" it is said that in a complex character is a part of a person's psychology that is related to moral actions, both from the values, personality, emotions, and moral reasoning of a person. Therefore, education in Indonesia must be improved, one of them is the character education program because in addition to being part of the

process of forming the character of the nation's children, character education is also expected to be the main foundation in shaping quality generation, Character education is a conscious effort to realize human qualities that are good for themselves and society as a whole. Thus, the process of character formation in a person is not due to chance, but with the planned process.

Kaimuddin in [2] his journal entitled "Implementasi Pendidikan Karakter Dalam Kurikulum 2013" (Implementation of Character Education in Curriculum of 2013) suggests that formal education in school is the main target in development of child's character education, because through formal institutions, learning becomes more organized according to subjects. In the development of a student's character education, a medium is needed that can be used as teaching materials for teachers to attract students' attention. In its relevance based on the curriculum that has been applied today, namely the 2013 curriculum, the novel is considered as the right teaching material because every novel always contains the values of character education. There are 18 values of character formation that need to be instilled in students, namely religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, love for the homeland, respect for achievement, friendly, care about the social and also responsibility [1].

In addition, Mayang Muhairinnisa in her journal entitled "Nilai Pendidikan Karakter Dalam Novel Layang-Layang Putus" by Masharto Alfathi's novel which has been published by //media.neliti.com/, she also expressed her opinion that the value of character education is the right solution to be presented in the curriculum that students want to develop, The right level of education for this research is high school especially in even semester class XII based on Basic Competency: 3.1 understanding the structure and rules of the novel both through oral and written, and Basic Competencies: 4.1 interpret the meaning of the novel text both orally and in writing.

One novel that contains a lot of character education values and can be applied in the learning process at high

school level is the novel *Mengejar-ngejar Mimpi* by Dedi Padiku. This novel was first published in Asma Nadia Publishing House in 2014. This novel tells the story of a young man from Bonebolango, Gorontalo Province, named Mohamad Febri Padiku or *Dedi Padiku* who has been abandoned by his parents since childhood. Dedi then lives with his uncle and has provided for himself by becoming an *angkot* driver since he was young. During the Vocational Middle School period, Dedi met his first love, which unfortunately had to end tragically because of his poverty as well as his determination to pursue his dream to the overseas. Starting from the desire to be an Indonesian worker abroad, Dedi set foot in Palu to take the final test of the acceptance of prospective migrant workers to Japan. Unfortunately he failed to pass the height test, which is ironically less than 2 cm tall. So he had to bury his ideals of working to the land of Sakura. This failure made Dedi have to work hard to make a living in Palu and worked as a construction worker who later changed into a private driver of a member of the board. Dedi's adventure continued in Manado, where again he did the rough work.

The next story in the novel *Mengejar-ngejar Mimpi* tells about a better fate than *Dedi Padiku*, where it happened when he settled in Makassar with his students acquaintance. In Makassar, it was also his dream of becoming a writer was getting worse. Then to bring his life closer to his dreams, Dedi decided to move to Jakarta, dismissing the work that was increasingly promising in Makassar. In Jakarta Dedi also had to work hard and strive to achieve his dream of becoming a writer. Until finally when Dedi arrived to the point of boredom of becoming and despair, he remembered the figure of Asma Nadia, and his meeting with a famous writer opened his way to his dream.

The values of character education contained in the novel *Mengejar-ngejar Mimpi* are very important in the development of the character of a student, especially in the main character, *Dedi Padiku*. His struggle from a small age that had to struggle to support himself to strive to realize his dream was very well applied in the school for the development and character education of students so that they were motivated in an effort to realize their dreams and dreams without giving up before the dream came true. The value of character education contained in the novel *Mengejar-ngejar Mimpi* can be classified into three, namely human relations with themselves, human relations with the creator, and human relations with the environment [3]. This novel contains educational values that can be used by it readers because the contents of this novel can really motivate the reader to never give up to realize their dreams. For example, *Dedi Padiku* has moral values that emanate from personality or character, such as hard work, discipline and others. Thus, the novel is good to use as teaching material in high school especially for XII grade students because the story of the main character's struggle is none other than the real story of the novel writer, can inspire and motivate students not to give up easily in achieving their goals.

The rest of this paper is organized as follows: Section II describes proposed research method. Section III presents the

obtained results and following by discussion. Finally, Section IV concludes this work.

II. RESEARCH METHOD

Research methods are generally interpreted as scientific ways to obtain data with specific purposes and uses [4]. The method used in this study is descriptive analysis. This method is done by describing the facts which are then followed by analysis [5]. The form of research used is qualitative research, which is to understand the phenomena that are experienced by the subject of research, such as behavior, perception, motivation, and action, by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods [6]. The approach used in this study is the sociology of literature approach to examine the aspects related to the value of character education contained in the novel.

The source of the data in this study is the novel *Mengejar-ngejar Mimpi* by Dedi Padiku. This novel was first printed in 2014 which has 312 pages in it and was published by Asma Nadia Publishing House. The data in this study are quotations in the form of words and sentences in the novel which relates to the value of character education in human relations with oneself, the value of character education in human relations with the creator, the value of character education in relationships with humans with the environments. In addition, the data source used is the high school syllabus of the XII grade even semester to compare the analysis of the value of character education in the novel with Indonesian language learning. Data collection techniques in this study are documentary study techniques, because researchers use novels as data sources that are used as documents in the study.

III. RESULTS AND DISCUSSION

A. *Mengejar-ngejar Mimpi* Novel Structure

The structure of the novel includes themes, characters and characterizations, plot, and setting. A theme is a central idea that will be fought for through the work of fiction [7]. The theme in the novel tells about the struggle of a village boy named *Dedi Padiku* in pursuing his dreams. The second novel structure is a character and characterization. Figure refers to the person in the novel, while characterization emphasizes the character of the character. The most prominent character and characterization in this novel is *Dedi Padiku* who is the main character. *Dedi Padiku* is a hardworking young man, courageous, achiever, and has many dreams. In addition there are some additional figures who play a role in the novel, such as (1) Iyen who has good and not vindictive character, (2) Alun has caring nature, (3) Suwanda is a confident young man, (4) Iwan who has a sense of caring and also believes in the afterlife, (5) Iton has good qualities as a human being, and (6) Budi Makmur is a wise and intelligent character. The flow in this novel uses an advanced plot, where the flow stages are (1) recognition, (2) the appearance of conflict, (3) climax, (4) anticlimax, and

(5) settlement, The background in this novel includes the setting of the place, time setting, and setting of the situation. The setting of the place in this novel is school, football field, canteen, office, Palu, Manado, Makassar, dormitory, and Monas. The time frame in this novel is overnight, three years, and 07:00. The background of the novel's situation is falling in love, heartache, and despair.

B. Character Education Value in Mengejar-ngejar Mimpi Novel

Literary works always contain the meaning and value contained in them with a specific purpose, based on the existing reality and the age to be achieved by the author based on the novel *Mengejar-ngejar Mimpi*. The values contained in it can be an educational tool for those who read them. In this regard, learning about literature can have an effort to internalize the values of character education. Literature in children's education can play a role in developing cognitive, affective, and psychomotor aspects, developing personalities and developing personal social [8]. The value of character education that the writer examines in the novel *Mengejar-ngejar Mimpi* by Dedi Padiku has 9 values of character education such as *Mandiri*, Love to read, Discipline, Religious, Curiosity, Hard Work, Responsibility, friendship / communicative, and respect for achievement. Based on the 9 values of character education, they are then classified into three, namely the relationship between humans and themselves, the relationship between humans and creators, and the relationship between humans and the environment.

1) Human Relation with Themselves

In this personal relationship, the value that can be taken is the moral value emanating from the personality of character of the main character. The value of character education related to human relations with oneself in the main character in the novel is hard work, discipline, independence, curiosity, responsibility, and fond of reading. Hard work is behavior that shows serious effort in overcoming various obstacles to learning and assignments and completing tasks as well as possible. The attitude of hard work is reflected in Dedi's attitude. This is evident from the quote below

"Sejak kelas satu SMP, nyaris setiap hari, setelah pulang sekolah, aku langsung menggantikan paman menjadi sopir angkot. Trayeknya dari perkampungan menuju pusat kota, yaitu terminal Pasar Sentral..." (Mengejar-ngejar Mimpi:16)

Hard work attitude is reflected in the main character of the novel. From childhood, Dedi had been abandoned by his parents. The situation forced Dedi to make his own money. Since Junior high school, Dedi has to work hard to make money by becoming an *angkot* driver from noon to late at night to fulfill his life needs and also his school fees. this can be proven by the following quote.

In addition to hard work, Dedi is also a disciplined person. Discipline is a behavior that is based on the effort to

make itself as a person who can always be trusted in words, work, and actions. In this case, the discipline that Dedi has the sense of time discipline. This can be proven by the following quote.

"Jam dua siang aku biasanya sudah tiba di terminal untuk menggantikan paman menjadi sopir angkot sampai pukul sepuluh malam. Kalau penumpang banyak, tak jarang aku bekerja hingga tengah malam." (Mengejar-ngejar Mimpi:31)

In the novel, based on the above quotation, it can be seen that *Dedi Padiku* can manage time well. he can divide up school and work time. it is evident that Dedi is always on time at the terminal every day to replace his uncle as an *angkot* driver.

The next value of character education is an independent attitude. This attitude is a behavior that is not easily dependent on others. In the novel, the value of independent character education is seen in Dedi's character who, in living his life and realizing his dream of becoming a writer, does not ask for mercy from those around him, but he does it by moving to several cities to find work there to make money to go to the big city, Jakarta, to meet a writer and publisher who will help him to eventually realize his dream of being a great writer. this can be proven by the following quote.

"Tetapi uang yang dikumpulkan selama satu tahun di Palu tak cukup membawaku ke Jakarta. Manado adalah kota besar terdekat, pilihan tepat untuk sekedar batu loncatan. Kini setelah setahun di Manado, aku harus berjuang lagi mengejar impian. Sayang, tabungan masih tak cukup. Aku butuh satu batu lompatan lagi sebelum ke Jakarta. Dan Makassar adalah pilihan masuk akal." (Mengejar-ngejar Mimpi:176)

The independence of *Dedi Padiku* is clearly illustrated in the quote above, where he did not give up in realizing his dream. All the ways and efforts he made to realize his dream of becoming a writer. Gathering capital to meet with a publisher in various ways, from being a pelvic worker to a coolie he did in various regions for one dream and purpose. Curiosity is an attitude and action that always strives to find out more deeply and broadly than anything he learns, sees, or hears. In the novel, curiosity is reflected in the Dedi's character when he tries to find the privilege of a modified two-wheeler owned by his schoolmate, which makes everyone look at him in awe. this can be proven by the following quote.

"Kuamati motor itu lebih dekat, berusaha mencari apa yang membuat orang terkagum-kagum. Motor itu tak lebih dari rangka baja ditemplei mesin dengan dua buah roda dan kabel di sana-sini. Tapi bagi mereka pecinta modifikasi dan balap liar, itu adalah hasil karya spektakuler, atau karya seni yang sangat langka. Semakin aneh hasil karya berarti berarti semakin besar gengsinya." (Mengejar-ngejar Mimpi:50)

Based on the above quote, the curiosity of *Dedi Padiku* focused on his best friend's motorbike. Where the others just shouted and were amazed by his best friend's motorbike, *Dedi Padiku* even looked for the uniqueness of the motorbike by watching the motorbike which made all say

that his friend's modification looked special before everyone. The value of the next character education is responsibility, namely this attitude is an act of someone to carry out their duties and obligations that they should do to themselves, society, the environment (natural, social, and cultural), country, and God. In the novel, the attitude of responsibility is shown by *Dedi Padiku*. This was illustrated when Dedi's coworkers invited him to stay relaxed, but Dedi ignored his friends' invitation and remained responsible with the mandate that his superiors had entrusted to him to distribute flyers. this can be proven by the following quote.

"Kita di percaya untuk membagikan brosur, dan cetak brosur itu mahal. Jadi saya akan tetap bagikan brosur ini. Kalau kamu mau nyantai terserah, tapi saya akan tetap membagikan brosur!" (Mengejar-ngejar Mimpi:245)

From the quote above, it is clear that the sense of responsibility of *Dedi Padiku* is very high. Because even though his colleagues asked him to take part in relaxing and forgetting his responsibility for spreading brosur, he could refuse firmly that he would continue to do his job well. The value of character education related to the last human relationship with oneself is fond of reading. Fond of reading are a habit of providing time to read various readings that give goodness to him. the attitude is shown by Dedi's character. This was reflected in Dedi who had a sense of pleasure and interest in the world of reading. On the sideline of his work, his rest time was spent reading books rather than sleeping or having lunch with other co-workers. This can be proven by the following quote.

"Karena senangnya dengan dunia membaca, aku sering ketinggalan waktu makan siang. Ibu Yana sampai bertanya alasan kenapa aku sering tidak bergabung bersama karyawan lain ketika jam makan siang. Kejelasan kegiatanku setiap jam makan siang. Sebenarnya melu mengatakan jika selama ini aku mengutamakan membaca buku di Gramedia karena lebih memilih menghemat jika harus membeli buku. Mendengar jawabanku, terpancar tanda tak percaya dari matanya. Mungkin wanita itu tak menyangka ada sopir yang lebih memilih membaca dibanding makan siang." (Mengejar-ngejar Mimpi:186)

His fondness for reading makes him forget time and ignores his surroundings. Because of his penchant for reading, he always does it anywhere and anytime during his free time. He can escape eating and fatigue when working with a book

2) Human Relation with The Creator

The value of character education related to human relation with the creator in the novel is religious value. Religious values are attitudes and behaviors that are obedient in carrying out the teachings of their religion. The sincerity of the Dedi character was seen when he was amazed by the place he had just visited. When Dedi arrived in Jakarta, he did not realize that he was in the Monas zone and when he saw Monas towering upwards it made Dedi very amazed by saying *thayyibah* as an expression of his

amazement at the beauty he saw. This can be proven by the following quote.

"Subhanallah.."

"Bagaimana mungkin aku tidak menyadari sejak tadi? Ternyata aku berada di kompleks Monas. Tugu monas berdiri gagah perkasa menjulang ke langit. Ciek tak peduli dengan orang-orang di bawahnya. Namun tetap tajam mengawasiku sejak tadi. Aku terpaku di bawah kemegahannya. Saat itu ingin kutelepon teman-teman di kampung hanya untuk sekedar mengatakan kalau aku sekarang sudah berada di Monas." (Mengejar-ngejar Mimpi:199)

The *thayyibah* sentence is any utterance that contains truths and virtues that are beneficial to oneself and others. As well as containing various *ma'ruf* deeds and prevention of the actions of the Messenger of Allah like his people who say good. Someone who is accustomed to saying good means to show he has a noble character or easy morality. *Dedi Padiku* said *Thayyibah's* words when he was amazed by what he saw now. monas and the city of Jakarta which used to be only in dreams, now he is in a place that he dreams of in his own way and effort.

3) Human Relation with Environment

The value of character education related to human relations with the environment is the value of rewarding achievement and being friendly/communicative. The value of appreciating achievement is the attitude and action that encourages him to produce something that is useful for the community also recognize and respects the success of others. Appreciating the achievements shown by the teachers and classmates of Dedi when Dedi managed to answer the challenges of the head of the mechanical department perfectly. this can be proven by the following quote.

"Di depanku, ia masih terperangah menyaksikan aku yang dengan enteng menjelaskan semua sistem pada mesin dengan sangat jelas bersama dengan skema dan simbol-simbol komponen mesin. Ia sama sekali tak menyangka aku mampu menjelaskan dengan sangat terperinci,"

"kulihat pak Gunawan dan pak tobin tersenyum bangga kepadaku."

"Sedangkan Iton dan teman-teman sekelasku melonjak maju menghambur ke depan dan langsung menjujung aku dengan girang bukan main, karena telah mengangkat gengsi kelas kami di mata para siswa kelas lain yang sejurusan." (Mengejar-ngejar Mimpi:92)

appreciating the pretensions of the novel chasing this dream was demonstrated by the teacher and Dedi's best friend when he was able to answer so smoothly without hesitation on any questions raised by one of the teachers. when he succeeded in answering all these questions, the teacher who watched even appreciated his achievements with a smile, while his classmates with euphoria advanced with a proud shout of Dedi's success by upholding the body of *Dedi Padiku* in front of everyone in the school field

The next value of character education related to human relations with the environment is friendship/communicative

with action that shows the pleasure of talking, socializing, and cooperating with others. With this attitude, indirectly making someone easy to communicate even with new people or establish friendship with close relatives. In the novel, it can be seen that friendship that established by Dedi, Suwanda, and Iwan since childhood remained interwoven both from childhood to adulthood. They help each other when one of them needs each other. This was evident when Suwanda and Iwan always helped Dedi wash the *angkot* every night so that they could finish quickly. This can be proven by the following quote.

“Di rumah, aku punya dua sahabat, Suwanda dan Iwan. Persahabatan kami begitu dekat, bahkan mengalahkan persaudaraan. Sejak kecil kami selalu bersama, tak terpisahkan. Suwanda dan Iwan tak pernah bosan membantuku mencuci mobil setiap malam, selama bertahun-tahun.”
(*Mengejar-ngejar Mimpi*:44)

Friendly and communicative in the novel *Mengejar-ngejar Mimpi* shown by Dedi, Iwan, and Suwanda. Friendship that began as a child and persisted to this day after they were both adults. Friendship is not just friendly to each other and greet in togetherness. But this friendship is a friendship that is done with full of joy and sorrow. Feel happy when one of them is happy. They also help each other in a hurry of distress. For example in the above quote, Iwan and Suwanda helped *Dedi Padiku* wash the car every night, and this lasted for years.

C. *Mengejar-ngejar Mimpi* Novel Relevance as a Learning Material for Indonesian Language Learning in High School

There is relevance between the aspects of the novel structure and the educational values of the character of the novel with Indonesian language learning in high school, especially the XII grade of even semester. This relevance is related to the scope of Basic Competency: 3.1 understanding the structure and rules of the novel both through oral and written, and Basic Competencies: 4.1 interpreting the meaning of the novel text both orally and in writing. The novel structure is an appreciation of literature works by identifying intrinsic elements such as themes, characters, and characterizations, plot, and setting. In addition to the novel structure, there are character education values in the novel, as well as the use of novels as teaching materials. The relevance is based on the study of documents in the form of syllabus of Indonesian subjects.

The relevance related to the value of character education, namely the suitability of character education values in the novel with the 2013 curriculum. The novel has relevance to Indonesian language learning in high schools which is known that this novel can be used as teaching material especially XII grade of even semester based on the predefined learning syllabus. Through learning Indonesian, students are introduced to the values contained in the novel in hope that what is contained in the novel, especially the *Mengejar Ngejar Mimpi* novel by *Dedi Padiku* can be applied in the lives of students.

IV. CONCLUSION

Based on research findings, data analysis, and discussion of the novel, the following conclusions can be drawn. First, researchers' analysis of the novel structure of *Mengejar-ngejar Mimpi* by *Dedi Padiku* includes themes, characters and characterizations, plot, and setting. *Mengejar-ngejar Mimpi* novel raises the story of the struggle of a young man named *Dedi Padiku* in pursuing his dreams. The main character of the novel is the author himself, *Dedi Padikum* while the most dominant additional figures in the novel are Iyen, Alun, Suwanda, Iwan, Iton and Budi Makmur. The flow in this novel uses mixed plot, and the background in this novel includes the setting of place, time setting, and setting of the situation. The setting of the place in this novel is school, football field, canteen, office, Palu, Manado, Makassar, dormitory, and Monas. The time frame in this novel is overnight, three years, and 07:00. The background of the novel's situation is romance, heartache, and despair.

Secondly, from 18 values of character education, in the novel researchers studied 9 values of character educations in the novel, researchers studied 9 values of character education, namely hard work, discipline, independence, curiosity, responsibility, fond of reading, religious, appreciating achievement, and friendship/communicative.

Third, the novel can be used as a teaching material for Indonesian language learning in high school, because it is accordance with the 2013 curriculum contained in the syllabus, which is about the novel structure found in XII grade of even semester. In addition, there is relevance between the contents of the novel and the value of character education found in the novel. So, the novel has relevance to Indonesian language learning in high school.

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