



The value of character education in the Novel *Santri Pilihan Bunda* by Salsyabila Falensia and Its relation to novel text learning in high school

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ABSTRACT

This research is motivated by the lack of instillation of character education values in Indonesia, which encourages the need for optimization through various media, including literary works. The novel Santri Pilihan Bunda by Salsyabila Falensia was chosen because it contains many character values that are relevant to real life. The purpose of this research is to describe the values of character education in the novel and assess its suitability as a teaching material in learning novel texts in high school. This study uses a descriptive qualitative approach with data collection techniques in the form of reading, listening, and taking notes, as well as data analysis through reduction, presentation, and drawing conclusions. The results of the study show that this novel contains seven main characters based on Thomas Lickona's theory as many as 74 data findings, with the dominant character in the form of affection in accordance with the romance genre of the novel. In addition, this novel meets the criteria for teaching materials according to Rahmanto, namely aspects of language, psychology, and cultural background, so it is suitable as an alternative teaching material in literary learning in high school. These findings reinforce the importance of habituating character education from an early age through literary texts to shape students' morals, morals, and obedience to applicable norms.

1. Introduction

Literary works are imaginary creations and full of imagination. Literary works can reflect human life based on the author's observations and experiences or in the environment around the author. Literary works are human objects, because literary works are the result of human creation. In essence, a literary work is not created suddenly but is always influenced by various factors. Therefore, the author's life background and psychological condition have an important role in the formation of literary works (Faruk, 2012). Art forms that express various events in people's lives through the medium of language. One type of literary work that can be used in learning is novels (Sutresna, 2006).

Character education is a learning process that instills the nation's cultural values and character, with the aim that people can practice these values in their daily lives religiously, productively, and creatively. Character education is important for a person because with this character education a person can have a good attitude in society. Suyanto (in Asmani, 2011) argues that character education is a form of ethical education that includes three important aspects, namely knowledge, emotions or feelings, and real behavior. However, in the current era, education in Indonesia still has many that only emphasize formal education and lack emphasis on character education, so that currently there are still many students who have a moral and character crisis. The process of instilling character values is not only through formal education. However, as the times develop, the cultivation of character education values can also be through various print media such as novels which are certainly more popular with young people.



A novel is a story with a fairly long plot that fills one or more books that contain imaginative lives of men and women (Tarigan, 2011). The author chose the novel *Santri Chosen* by Salsyabila Falensia because this novel has an interesting storyline that manages to captivate the heart and contains various educational values that can be a learning for its readers, especially if used for learning for high school students. Novel text material in Indonesian learning in high school discusses various topics such as the structure of the novel text, the intrinsic elements of the novel, and the extrinsic elements of the novel so that it can be related to the values of character education in the novel *Santri Chosen Bunda* as the learning material. This study aims to, (1) describe the values of character education in the novel *Santri Elect Bunda* by Salsyabila Falensia, and (2) describe the suitability of the novel *Santri Elect Bunda* with the learning of novel texts in high school. Research related to the value of character education was carried out by Ratih Utami Ramadhianti, Darningwati, Triska Purnamalia, and Siti Aisyah which discussed in the journal, namely the *Bastrando* journal Vol 3, 2023 with the title "The Value of Character Education in the Novel of *Santri Chosen* by Bunda Karya Salsyabila Falensia". The conclusion in this study is that the value of character education in the novel *Santri Choice Bunda* includes the values of religious, honest, responsible, friendly, and disciplined characters that can be instilled in readers to apply in society. The similarity of this research with the researcher's research is in the subject, namely the novel *Santri Choice Bunda* and the object is the value of character education, while the difference is in the theory used. The theory in this study uses character education theory according to Wahidin (2017) while the researcher's research uses character education theory according to Thomas Lickona (1991). The novelty of this research compared to other research is the theory used. This research uses Thomas Lickona's theory, while other research uses the theory of character education values according to the Ministry of Education and Culture.

In the face of increasingly complex moral challenges among younger generations, the integration of character education into literature-based learning becomes crucial. Novels as literary media not only serve as entertainment but also convey values and attitudes that can shape readers' character. Especially at the high school level, where students are at a developmental stage that is highly influenced by environmental and media exposure, the use of novels that contain character education becomes strategic. By analyzing the content and values in literary works, teachers and students can work together to reflect on ethical behavior, social responsibility, and personal development. Thus, novels become an effective intermediary for internalizing character values in a more engaging and contextually relevant way.

Despite various efforts by the government and educational institutions to implement character education, its actual application in classrooms often remains superficial. Most of the formal education still prioritizes academic achievement, often overlooking the moral and emotional development of students. As a result, we are witnessing increasing cases of intolerance, dishonesty, and lack of discipline among students, which are signs of a character crisis. This situation underlines the importance of integrating character education not only through explicit programs but also through indirect and engaging media, such as literary texts. Literature, particularly novels, presents life dilemmas and human struggles that can foster students' moral reasoning and empathy when properly guided in educational settings.

The selection of the novel *Santri Pilihan Bunda* is considered relevant because it is rich in values that resonate with the goals of character education, such as religious commitment, honesty, responsibility, discipline, and care for others. Moreover, the novel features relatable characters and situations for high school students, allowing them to reflect on their own behaviors and values. Through structured analysis and integration into classroom learning, this novel can become an effective tool for educators to foster character development. Therefore, this research seeks to provide a practical framework for incorporating character education into literature learning by analyzing this novel through the lens of Thomas Lickona's character education theory.

2. Method

The research method used is a descriptive qualitative method, which aims to describe and interpret the phenomena found in the data in the form of words or sentences, rather than numbers. This method is considered appropriate because the study focuses on exploring and analyzing the values of character education in literary texts, which require deep interpretation of content, language, and meaning. The subject of this research is the novel *Santri Pilihan Bunda* by Salsyabila Falensia. Meanwhile, the object of the research is the values of character education contained in the novel and their relevance to the learning of novel texts in high school. The study does not merely inventory the values present but also seeks to relate them to educational contexts and curriculum goals.

The data collection techniques used include reading, listening, and notetaking. The researcher reads the novel carefully, listens to the nuances and implied messages of the text, and records the findings relevant to the research objectives. The main instrument in this qualitative research is the researcher (human instrument), who plays a central



role in interpreting data, identifying themes, and drawing meaning from the text. As a human instrument, the researcher must be well-equipped with knowledge of character education theory and literary analysis.

The data analysis technique follows Miles and Huberman's interactive model (1994), which includes three main components:

- a. Data reduction – the process of selecting, simplifying, and focusing the data that appear in field notes or transcripts. In this study, it means selecting relevant parts of the novel that reflect character education values.
- b. Data display – organizing and presenting the data systematically, for instance in the form of tables or narrative descriptions, to facilitate interpretation.
- c. Conclusion drawing and verification – interpreting the meaning of the displayed data, verifying it with theory, and drawing conclusions about the presence and significance of character values in the novel.

This methodological framework enables the researcher to analyze the novel not only from a literary perspective but also in terms of its pedagogical potential in character education.

3. Result

In the results of this study, data obtained from the novel *Santri Pilihan Bunda* by Salsyabilla Falensia are presented. The results of this research data are in the form of (1) The value of character education in the novel *Santri Pilihan Bunda* by Salsyabilla Falensia, (2) The novel *Santri Pilihan Bunda* by Salsyabilla Falensia can be used as an alternative teaching material for high school.

The value of character education in the novel *Santri Pilihan Bunda* by Salsyabilla Falensia

In analyzing the value of character education in the novel *Santri Pilihan Bunda* by Salsyabilla Falensia, the author refers to the theory of character education according to Thomas Lickona. Thomas Lickona said that there are seven core characters that are considered as basic characters that are important to be developed in students. The seven characters include: compassion, kindness, diligent or hardwork, courage, honesty, self-control, and cohorporation. The seven core characters are found in the novel *Santri Pilihan Bunda* by Salsyabilla Falensia with the following details.

a. Affection

Affectionate character is an important character for humans, because it is through affection that a person can express feelings of liking, sympathy, and affection for something wholeheartedly (Fajriniski et al., 2018). Affection is defined as the behavior of loving each other. This affectionate behavior can arise between parents and children, husbands and wives, lovers, teachers and students, brothers and sisters, or in friendships. The character form of affection can be seen in the following quotes.

"Finish high school, I'll propose to you" Aliza smiled at those words. She was happy, at least the man she was with now wanted to be serious about her feelings. (Falensia, 2023: 5)

"Tamat SMA, aku bakalan lamar kamu" Aliza tersenyum mendengar perkataan itu. Ia senang, setidaknya laki-laki yang bersamanya saat ini ingin serius terhadap perasaannya. (Falensia, 2023: 5)

The quote is included in the character of affection because it shows the character of Zero's boyfriend Aliza who reveals that he will propose to Aliza when he graduates from high school. Zero's seriousness towards Aliza indicates that Zero has affection for Aliza so that Zero is sure to propose to Aliza soon when he graduates from high school.

Aliza hugged her father tightly, hoping that her father's affection would be by her side. "Dad told Mom, Aliza doesn't want to be matched" Rakha smiled, returning her daughter's hug. "It's okay, honey. The man you will be matched with is not arbitrary, really. Mom and Dad already know the man very well." (Falensia, 2023: 10)

Aliza memeluk erat ayahnya, berharap sayang ayah berada di pihaknya. "Ayah bilang ke Bunda, Aliza nggak mau dijodoh-jodohin" Rakha tersenyum, membalas pelukan anak gadisnya. "Enggak apa-apa, Sayang. Laki-laki yang akan dijodohin sama kamu bukan sembarangan, kok. Ayah dan Bunda sudah sangat kenal laki-laki itu". (Falensia, 2023: 10)



The quote is included in the character of affection, which is the affection between parents and their children. The quote shows Rakha, Aliza's father hugging his daughter and trying to calm her down. Likewise, Aliza embraced Rakha and asked for her father's protection. In the reality of life, a daughter is much closer to her father than to her mother, because she thinks that her father will always be able to protect her from things.

b. Compassion

The cultivation of compassionate character means that there is a sense of concern that arises due to the encouragement from within one's own heart (Andriyastuti & Supriatnaningsih, 2021). Compassion is an attitude that shows concern for others, such as the appearance of compassion to help others when they see others in distress. The character form of compassion can be seen in the following quotes.

After Aliza fell asleep, Kinaan drove as much as possible so that Aliza's head wouldn't swing to the side. Carefully, he held Aliza's head with one hand. (Falensia, 2023: 48)

Setelah Aliza terlelap, Kinaan sebisa mungkin berkendara agar kepala Aliza tak oleng ke samping. Dengan hati-hati, ia menahan kepala Aliza dengan sebelah tangannya. (Falensia, 2023: 48)

The above quote is included in the character of compassion because it shows the character of Kinaan driving as much as possible so that his wife's head does not swing to the side and he carefully holds Aliza's head with one hand. This shows Kinaan who has a sense of concern for his wife, Aliza. Kinaan was worried that his wife would wake up from her deep sleep, so Kinaan held Aliza's head with one hand.

"I don't want you to get sick," Kinaan whispered, putting the ice stone back in the freezer. (Falensia, 2023: 56)

"Gue nggak mau lo sakit" lirik Kinaan, meletakkan kembali batu es itu ke dalam freezer. (Falensia, 2023: 56)

The above quote is included in the character of compassion because it shows Kinaan showing his concern for Aliza. Kinaan does not allow Aliza to eat ice stones, because Kinaan does not want Aliza to get sick if she consumes too much of her favorite ice stone.

c. Self-Control

According to (Thalib, 2017), self-control is an individual's ability to control impulses from within and outside the individual himself. A person who has a self-control character can control his emotions and can refrain from doing things that harm himself and others. The character form of self-control can be seen in the following quotes.

Kinan realized that he could hold his gaze as much as possible. He does not want his eyes to look at something that has not been lawful for his eyes for too long. (Falensia, 2023: 24)

Kinan sedari tadi sebisa mungkin menahan pandangannya. Ia tidak ingin matanya terlalu lama melihat sesuatu yang belum dihالalkan untuk matanya. (Falensia, 2023: 24)

The above quote is included in the character of self-control, because in the quote it shows Kinaan restraining himself as much as possible and keeping his gaze away from Aliza because Kinaan knows that staring at something that has not been lawful for his eyes will cause sin.

Another fist floated, making Kinaan's pink lips once again exude fresh blood. Not wanting to retaliate, Kinaan is just lazy to serve people like Zero. (Falensia, 2023: 29)

Satu tinjauan lagi melayang, membuat bibir merah muda Kinaan lagi-lagi mengeluarkan darah segar. Bukan tidak mau membalas, Kinaan hanya malas meladeni orang seperti Zero. (Falensia, 2023: 29)

The above quote is included in the character of self-control, because in the quote it shows Kinaan refraining from retaliating against Zero's treatment of him, Kinaan knows that if he retaliates against Zero's actions the problem will be



longer. Even though Zero had beaten him to the point of bleeding, he was lazy to serve people like Zero. There is no point for a Kinaan Ozama El Fatih.

d. Courage

This character of bravery means that a person who instills the value of bravery tries to be persistent, courageous, and independent in doing something as well as in deciding (Andriyastuti & Supriatnaningsih, 2021). A person who has a gallant character tends not to be afraid to do anything if he feels right and tends to dare to do things alone without the assistance of others. The character form of bravery can be seen in the following quotes.

Aliza didn't care, she stuck to her stance, she didn't want to be matched. (Falensia, 2023: 11)

Aliza tak peduli, ia tetap pada pendiriannya, ia tidak ingin dijodohkan. (Falensia, 2023: 11)

The above quote is included in the character of courage, because it shows the character of Aliza who dares to defend her opinion even though her opinion is different from her parents. Aliza remained firm because she felt her opinion was right.

Kanaya pointed to Zero's face. "DON'T BE RUDE TO MY FRIEND!" said Kanaya without fear. (Falensia, 2023: 40)

Kanaya menunjuk wajah Zero. "JANGAN KASAR SAMA SAHABAT GUE!" tegas Kanaya tanpa rasa takut. (Falensia, 2023: 40)

The above quote is included in the character of bravery, because it shows the character of Kanaya who dares to point at Zero's face and warn Zero not to be rude to his best friend. Kanaya fearlessly fights Zero because he feels innocent, it is not appropriate for Zero to be rude to women.

e. Honestly

Honest character is a behavior based on a person's conscience, born from a clear mind that is done without thinking long (Aisyah, 2019). Honest behavior is behavior when a person speaks according to the facts as they are without making it up. A person who has an honest character must always speak according to real circumstances. The form of honesty can be seen in the following quotes.

"I'm not an easy person to like girls, let alone love. Only to you, Za, only you", said Kinaan casually, staring at Aliza's brown eye beads. Aliza tried to find the location of Kinaan's lie from the man's eyes. However, the results were nil, only sincerity was implied there. (Falensia, 2023: 81)

"Aku orangnya nggak gampang suka sama cewek, apalagi cinta. Cuma ke kamu, Za, only you", ucap Kinaan santai, menatap manik mata kecoklatan Aliza. Aliza berusaha mencari letak kebohongan Kinaan dari sorot mata pria itu. Namun, hasilnya nihil, hanya tersirat ketulusan di sana. (Falensia, 2023: 81)

The above quote is included in the character of honesty, because in the quote it shows Kinaan trying to be honest with Aliza about her feelings. Kinaan explained by looking into Aliza's eyes that only Aliza was the one he loved. Aliza looked back at Kinaan, she tried to find the location of Kinaan's lie but the result was nil, because all that was seen was the man's honesty and sincerity.

"I fell in love with you, Nan, I don't know when this feeling existed. But whenever I'm near you, I feel comfortable. I'm scared, Nan, I'm so scared. When I start to love and love you, you will leave me. I'm tired of love that ends sadly, I want to be happy," said Aliza with tears flooding her cheeks. (Falensia, 2023: 97)

"Gue jatuh cinta sama lo, Nan, gue nggak tau kapan rasa ini ada. Tapi setiap berada di dekat lo, gue merasa nyaman. Gue takut, Nan, takut banget. Saat gue mulai sayang dan cinta sama lo, lo bakalan tinggalkan gue. Gue capek sama cinta yang berakhir menyedihkan, gue mau bahagia" ujar Aliza dengan tangis yang membanjiri pipinya. (Falensia, 2023: 97)



The above quote is included in the character of honesty, because in the quote it shows the character of Aliza expressing her feelings to Kinaan honestly. Aliza admitted that she was in love with Kinaan, Aliza felt comfortable and safe when she was with Kinaan until she was afraid of losing Kinaan. Aliza hopes that she can be happy with Kinaan forever.

f. Cooperation

The character of cooperation is a character that almost every human being has as a social being, human beings as social beings need others in their lives. When humans apply cooperation in every aspect of social life, work will feel lighter and more efficient (Rizkian & Fawzi, 2022). The form of the character of cooperation can be seen in the following quotes.

Kinaan pushes the cart, while Aliza puts vegetables, fruits, snacks, meat into the cart. (Falensia, 2023: 75)

Kinaan mendorong trolis, sedangkan Aliza memasukkan sayur, buah, makanan ringan, daging ke dalam trolis. (Falensia, 2023: 75)

The quote above is included in the character of cooperation, because in the quote it shows Kinaan and Aliza helping each other and having their own roles when they go shopping monthly. Kinaan's job is to push the grocery cart, while Aliza's job is to pick and put vegetables, fruits, snacks, meat into the grocery cart.

"You gave him his name, and I gave him this name," said Aliza handing over a black cat to Kinaan. Now, Kinaan and Aliza are like two parents who are busy holding their children. (Falensia, 2023: 129)

"Kamu kasih nama dia, dan aku kasih nama yang ini" ucap Aliza menyerahkan satu ekor kucing berwarna hitam kepada Kinaan. Sekarang, Kinaan dan Aliza seperti dua orangtua yang sibuk menggendong anak-anak mereka. (Falensia, 2023: 129)

The above quote is included in the character of cooperation, because it shows Kinaan and Aliza working together to give names to the two cats he has just bought. In addition to working together in naming their cats, Aliza and Kinaan also work together to take care of the cats.

g. Diligent or Hardwork

The character of hard work can be seen from the habits of a person who never gives up in pursuing something (Rizkian & Fawzi, 2022). A person who has a hard-working character will have seriousness in achieving his goals, even though there are many obstacles that come his way, he will not just give up. He will try and keep trying until he achieves what he has achieved. The character form of hard work can be seen in the following quotes.

Kinaan deliberately asked Google how the room would make his wife feel at home. He found that this was the right way. Kinaan immediately tried it. He buys all the equipment and puts it together while Aliza is taking a shower. (Falensia, 2023: 166)

Kinaan memang sengaja bertanya ke Google bagaimana kamar agar istri betah. Ia menemukan bahwa inilah cara yang tepat. Kinaan segera mencobanya. Ia membeli segala perlengkapan dan menyusunnya saat Aliza sedang mandi. (Falensia, 2023: 166)

The quote above exemplifies the character of cooperation, as it depicts Kinaan working hard to find a way to make his wife feel at home in the bedroom. He asked Google how to make his wife feel at home and finally found the answer. Afterward, Kinaan went to buy supplies and attempted to assemble them all by himself.

Zero never gives up on finding out who Nora is. He was willing to stay up all night to find the girl on social media. (Falensia, 2023: 304)

Zero pantang menyerah mencari siapa Nora. Ia rela tak tidur semalaman demi mencari gadis itu di media sosial. (Falensia, 2023: 304)



The above quote is included in the character of cooperation, because it shows Zero working hard and never giving up finding out who Nora is. Zero was willing to not sleep all night to find out who the girl was and find out what her social media name was. Zero won't give up until he achieves what he set out to do, which is to get Nora.

Thomas Lickona's concept of character education emphasizes that good character is not formed solely through knowledge or values alone, but through the integration of moral knowing (understanding what is right), moral feeling (feeling committed to what is right), and moral action (doing what is right) (Munawarsyah et al., 2024). This framework suggests that true character emerges when individuals internalize moral values intellectually, emotionally, and behaviorally. In the novel *Santri Pilihan Bunda*, this holistic formation of character is clearly reflected in figures such as Aliza and Kinaan, whose actions demonstrate not only an awareness of ethical values but also a heartfelt commitment and consistent practice of those values in everyday situations.

Furthermore, Lickona's moral values—such as honesty, respect, responsibility, kindness, cooperation, and perseverance—are considered universal and applicable across cultures and belief systems. These values align closely with principles found in religious teachings and philosophical traditions, including Islamic thought, which emphasizes moral conduct as central to human development (Susanti, 2022). The moral dilemmas and emotional struggles explored in the novel mirror this universality—particularly in the way characters uphold honesty, resist injustice, and persevere through personal hardships. These portrayals help young readers see the importance of grounding their decisions not only in logic but also in empathy and integrity.

In today's rapidly evolving society, especially within the context of Society 5.0 where human and technological interaction is increasingly integrated, the relevance of Lickona's theory becomes even more urgent. Character education must now prepare individuals not just to succeed cognitively, but also to interact ethically in digital spaces and multicultural environments. The values portrayed in *Santri Pilihan Bunda*, such as compassion, hard work, and cooperation, serve as living illustrations of how character can be maintained amidst modern pressures. These stories offer concrete guidance for adolescents navigating identity, relationships, and moral choices in a highly connected world (Munawarsyah et al., 2024).

Novel *Santri Pilihan Bunda* by Salsyabila Falensia and Its Relation to Novel Text Learning in High School

The novel *Santri Pilihan Bunda* by Salsyabila Falensia is related to the learning of novel texts in high school, because the novel can be used as an alternative teaching material in literary learning, especially in the material of novel texts in high school. According to (Rahmanto, 1989) there are three criteria that are the focus when choosing literary teaching materials, namely aspects of language, psychology, and cultural background. The suitability of the novel *Santri Pilihan Bunda* by Salsyabila Falensia as an alternative teaching material for novel text materials in high school is described in the discussion as follows.

a. Language Aspects

The language used in the novel *Santri Pilihan Bunda* by Salsyabila Falensia can be understood by high school students. The language used in the novel is formal and informal Indonesian. The language that is widely found in the novel *Santri Pilihan Bunda* is an informal language or casual language that is widely used in daily life, especially among teenagers. The language used in the novel is straightforward and easy to understand by the readers. In addition, the novel has good grammar. The language used is what makes this novel *Santri Pilihan Bunda* interesting to read. The quote is as follows.

Kinaan and Aliza's house has received special guests, who else if not Mommy and mother-in-law. When Aliza told them the good news about her pregnancy, the two middle-aged women were immediately busy coming home. Bring a wide variety of supplies, as well as some healthy food (Falensia, 2023: 207).

Rumah Kinaan dan Aliza sudah kedatangan tamu spesial, siapa lagi jika bukan Bunda dan ibu mertua. Saat Aliza memberi tahu mereka kabar baik tentang dirinya yang telah mengandung, kedua wanita paruh baya tersebut langsung sibuk datang ke rumah. Membawa berbagai macam perlengkapan, dan juga beberapa makanan sehat (Falensia, 2023: 207).

The quote describes the use of language that is straightforward, relaxed, and easy to understand because it uses everyday language. The choice of language in the novel *Santri Pilihan Bunda* by Salsyabila Falensia uses common language so that it is easy to understand. In addition, the novel also has good grammar. Salsyabila Falensia as the author of the novel pays attention to the grammar and the choice of expressions he uses in a way that is easy for readers to



understand. This can be an example for high school students who read, that in writing must pay attention to good grammar and use language that is easy to understand. Therefore, in terms of the language of this novel, it is suitable to be used as an alternative teaching material for literary learning, especially in novel text materials in high school.

b. Aspects of Psychology

The novel *Santri Pilihan Bunda* by Salsyabila Falensia is appropriate if taught to high school students. Because high school students already have a level of maturity that is quite mature. The ability to understand and absorb emotional messages in literary works is good enough because they are mature enough. This novel teaches sincerity in accepting reality, loving each other, honesty, and courage. As for the quotes in the novel, as follows.

Rakha valiantly shook Kinaan's hand. Today, the little girl is going to be a wife. Even though this is an arranged marriage, Rakha hopes that Kinaan and Aliza can live this well in the way of Allah SWT. Aliza is still inside, after the ijab kabul is over, then she will meet Kinaan and the guests. Rakha prepared, she closed her eyes slowly, "I married you, and I married you to your fiancée. My daughter, Aliza Shaqueena Iqala, with a dowry of memorizing surah Ar-Rahman and one hundred and twenty-five thousand in cash, was paid in cash," she said loudly, feeling relieved afterwards. Now it's Kinaan's turn. "I accepted the marriage and the marriage, Aliza Shaqueena Iqala Binti Rakha Darmawan, with her dowry paid in cash," said Kinaan without stammering. He breathed a sigh of relief, then said thank God (Falensia, 2023: 43- 44).

Rakha dengan gagah menjabat tangan Kinaan. Hari ini, gadis kecilnya akan menjadi seorang istri. Walau ini perijodohan, tapi Rakha harap Kinaan dan Aliza bisa menjalani ini dengan baik di jalan Allah SWT. Aliza masih berada di dalam, setelah ijab kabul selesai, barulah ia akan menemui Kinaan dan para tamu. Rakha bersiap, ia menutup mata perlahan "Aku nikahkan engkau, dan aku kawinkan engkau dengan pinanganmu. Putriku, Aliza Shaqueena Iqala, dengan mahar hafalan surah Ar-Rahman dan uang tunai seratus dua puluh lima ribu dibayar tunai" ucapnya lantang, merasa lega setelah itu. Sekarang giliran Kinaan. "Saya terima nikah dan kawinnya, Aliza Shaqueena Iqala Binti Rakha Darmawan, dengan maharnya tersebut dibayar tunai" ucap Kinaan tanpa terbata-bata. Ia menghembuskan napas lega, lalu mengucapkan alhamdulillah (Falensia, 2023: 43- 44).

The quote above explains the psychological aspect, namely sincerity in accepting the reality of destiny that Allah SWT has written. In the quote, it describes that Aliza and Kinaan sincerely accept reality when they are matched by their parents. Aliza and Kinaan sincerely lived their destiny, until finally they loved each other and were happy together. This is tucked away in the message that when we are sincere in living the destiny that Allah has predestined, then there will be happiness for us in the future.

Kinaan chased after Aliza, pulling Aliza into his arms. Aliza just fell silent, accepting Kinaan's hug without reciprocating it. Kinaan embraced the petite body warmly, with his hands gently stroking Aliza's mane (Falensia, 2023: 97).

Kinaan mengejar Aliza, menarik Aliza ke dalam pelukannya. Aliza hanya terdiam, menerima pelukan Kinaan tanpa membalasnya. Kinaan mendekap hangat tubuh mungil itu, dengan tangannya mengelus lembut surai Aliza (Falensia, 2023: 97).

The quote above explains the psychological aspect, namely the attitude of loving each other. In the quote, Kinaan shows that he really loves Aliza with his warm treatment for Aliza. Likewise, Aliza who also loves her husband behind his childish nature.

"I fell in love with you, Nan, I don't know when this feeling existed. But whenever I'm near you, I feel comfortable. I'm scared, Nan, I'm so scared. When I start to love and love you, you will leave me. I'm tired of love that ends sadly, I want to be happy," said Aliza with tears flooding her cheeks (Falensia, 2023: 97).

"Gue jatuh cinta sama lo, Nan, gue nggak tau kapan rasa ini ada. Tapi setiap berada di dekat lo, gue merasa nyaman. Gue takut, Nan, takut banget. Saat gue mulai sayang dan cinta sama lo, lo bakalan tinggalkan gue. Gue capek sama cinta yang berakhir menyedihkan, gue mau bahagia" ujar Aliza dengan tangis yang membanjiri pipinya (Falensia, 2023: 97).



The quote above explains the psychological aspect, namely an honest attitude. In the quote, which shows Aliza honestly expressing her current feelings to Kinaan. Aliza begins to feel in love with Kinaan and hopes that she will be happy forever with her husband Kinaan.

Aliza fearlessly approached the target of her ridicule, her name was Nei, the girl of IPS Dua who was always the subject of bullying by Icha and the gang (Falensia, 2023: 132).

Aliza tanpa takut mendekat ke arah sasaran ejekannya, namanya Nei, gadis IPS Dua yang selalu jadi bahan bully Icha dan geng (Falensia, 2023: 132).

The above quote explains the psychological aspect of bravery, because in the quote it shows Aliza fearlessly facing a gang of troublemakers at her school. Aliza doesn't feel afraid at all when defending Nei, the IPS Dua girl who is the victim of bullying Icha and her gang. Since Nei is a good child and she is innocent, it is inappropriate to be bullied by Icha and her gang.

c. Cultural Background Aspects

Students will be more interested in reading literary works with almost the same background as their daily lives because students are more able to feel and drift in the story of the literary work. The novel *Santri Pilihan Bunda* tells the love story of a teenager of high school age, besides that the novel also tells the affection between family and friends. The novel also tells the various kinds of lives of teenagers at school, in the environment, and their various associations.

The most prominent aspect of the cultural background in this novel is respect and obedience to both parents, although the main character in this novel has his own desires that are different from his parents, but he remains obedient and submissive to follow his parents' orders. The novel can be used for all high school students with a cultural background that is close to the reality of high school students' lives. So that the novel is suitable for use as an alternative teaching material for literary texts in high school. The quotes in the novel are as follows.

"Finish high school, I'll propose to you" Aliza smiled at the statement. She was happy, at least the man she was with now wanted to be serious about her feelings. Aliza nodded, smiling warmly looking into the eyes of the man in front of her. His name is Zero, Aliza's boyfriend for half this year. Zero serves as the student council president at his school. Aliza loved the man in front of her very much, and vice versa (Falensia, 2023: 5).

"Tamat SMA, aku bakalan lamar kamu" Aliza tersenyum mendengar pernyataan itu. Ia senang, setidaknya laki-laki yang bersamanya saat ini ingin serius terhadap perasaannya. Aliza mengangguk, tersenyum hangat menatap mata pria di depannya. Namanya Zero, pacar Aliza selama setengah tahun ini. Zero menjabat sebagai ketua OSIS di sekolahnya. Aliza sangat mencintai pria di depannya ini, begitupun sebaliknya (Falensia, 2023: 5).

The above quote explains the aspect of cultural background, because it shows Aliza and Zero who love each other and are very confident that they will live together. The quote describes the romantic background of high school students who only think about love, not thinking about other things. Teenage love stories are love that is in its beauty.

Aliza was stiffly silent at Mom's threat. Mommy never joked with her words. Aliza chuckled at Mom. Rather than not getting pocket money, it is better for him to follow the path of his parents (Falensia, 2023: 5).

Aliza terdiam kaku mendengar ancaman Bunda. Bunda tidak pernah bercanda dengan omongannya. Aliza terkekeh menatap Bunda. Daripada tidak mendapat uang jajan, lebih baik ia mengikuti jalan orangtuanya (Falensia, 2023: 5).

The above quote explains the aspect of cultural background, because it shows Aliza being respectful and obedient to her parents' decisions even though she also has her own desires that are different from that. The quote illustrates the cultural background that children of Aliza's age are still afraid and obedient to their parents, not daring to disobey even though their opinions differ from those of their parents.

Literary texts serve as rich educational tools not only for linguistic competence but also for cultivating cultural awareness and critical thinking. According to Béréšová (2014), literary materials offer unique advantages in language teaching by providing authentic cultural insights and enhancing language acquisition in an engaging way (Béréšová, 2014).



This supports the integration of *Santri Pilihan Bunda* into high school literature lessons, as the novel incorporates language that is accessible yet expressive, conveying realistic social situations faced by students. The informal Indonesian used in the novel mirrors the natural dialogue of teenagers, encouraging students to engage with the text authentically while improving comprehension and expression.

Moreover, the psychological relevance of the novel to adolescent readers aligns with educational perspectives on the role of literature in emotional development. Literature functions as a mirror through which students explore identity, emotional conflicts, and moral dilemmas, enhancing empathy and personal growth. As Panajotović et al. (2022) argue, literature contributes to students' development by providing a platform for emotional reflection, while encouraging the exchange of opinions and interpretation through discussion and role-play (Panajotović et al., 2022). The emotional sincerity, courage, and relational dynamics portrayed in the novel allow students to reflect on their own experiences, thus deepening the psychological impact of the learning process.

Lastly, from a cultural perspective, literary works such as *Santri Pilihan Bunda* are highly effective in fostering students' understanding of their own social environment. The novel illustrates local values such as filial piety, religious observance, and interpersonal respect, which are highly relevant to the lived experiences of Indonesian teenagers. Kurnia Ningsih (2019) emphasizes that integrating culturally grounded literary texts into language teaching promotes both cultural identity and intercultural understanding (Ningsih, 2019). The relatable cultural references within the novel not only support the curriculum's goals but also help students connect literature with their own values, thereby increasing their engagement and appreciation of the learning material.

4. Conclusion

The results of this study show that the novel *Santri Pilihan Bunda* by Salsyabila Falensia reflects seven core character values based on Thomas Lickona's character education theory. A total of 74 instances of character values were identified, consisting of: affection (25 instances), compassion (15), self-control (12), courage (8), honesty (8), cooperation (4), and hard work (2). Among these, affection appears most frequently, which is consistent with the romantic genre of the novel. Furthermore, this novel is considered suitable as an alternative teaching material for high school literature learning, particularly in teaching novel texts. This is supported by the fact that the novel fulfills the three key criteria for literary teaching materials as proposed by Rahmanto: linguistic appropriateness, psychological relevance, and cultural contextuality. Lastly, the findings emphasize the importance of instilling character education from an early age so that students develop strong moral foundations, positive attitudes, and respect for social norms and regulations. This also indicates the potential of contemporary Indonesian novels to contribute meaningfully to both character education and literary appreciation in schools.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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