CHAPTER I
INTRODUCTION

In this chapter, the writer presents the research introduction, which includes the background of the study, identification of the study, scope of the problem, research questions, objectives of the study, and the sequence of writing.

1.1 Background of The Study

Education plays a crucial role in shaping the personality and principles of the younger generation. It serves as an essential foundation, providing them with the abilities and understanding needed to face life's challenges. In the 20th century, young people faced various social, economic, and personal pressures that shaped their lives. Education was often seen as the main solution to help them overcome these challenges. In her book *Cultivating Humanity: A Classical Defense of Reform in Liberal Education,* Martha Nussbaum emphasizes the value of a liberal education that prioritizes not only the acquisition of knowledge but also the development of character and respect for others. Nussbaum argues that education should foster critical thinking, empathy, and a desire to contribute positively to society. This perspective suggests that educational systems should incorporate humanitarian principles to cultivate well-rounded individuals (Nussbaum, 1997).

In the 21st century, young people faced various social, economic, and personal pressures that shaped their lives. Education was often seen as a key solution to help them navigate these challenges. The young generation in Indonesia faces a variety of pressing educational challenges that could potentially hinder their development in the 21st century. One of the primary issues is low student motivation, which is often triggered by a lack of access to quality education. A report by IDN Times (2024) reveals that only 30% of Generation Z believes that everyone can access quality education, highlighting significant inequality in the education system, particularly in remote areas. Additionally, research by Rafsanjani & Rozaq (2024) highlights the lack of adequate educational support and infrastructure, such as facilities and teaching resources, which hinders students' potential. This condition widens the gap between the fortunate and the less fortunate, exacerbating social injustice. Therefore, the value of education lies not only in academic knowledge but also in character development, critical thinking skills, and the ability to adapt to global challenges. Thus, investment in quality and inclusive education is crucial for Indonesia's young generation to have the skills to contribute _____ nd the future economy.

_____ emphasizes that education should encourage students to _____ and engaged citizens. In this context, values such as fairness, _____ ct for others become crucial. A quality education not only _____ for their careers but also equips them to participate actively in _____ herefore, education should aim to instill principles that support

the development of each person's character and integrity. These values will, in turn, contribute to the overall welfare of society (Nussbaum, 1997; Dewey, 1916).

Adolescents today encounter a range of pressures that can significantly affect their mental health. According to data from the World Health Organization (WHO) in 2019, suicide has become a serious issue among individuals aged 15 to 29. This indicates that many young people may feel isolated and hopeless. To tackle this problem, education needs to extend beyond just transferring knowledge. A comprehensive education emphasizing mental resilience and the importance of social support can help adolescents cultivate the skills necessary to overcome adversity and build fulfilling lives.

Literary works that convey educational values can serve as powerful tools for imparting lessons to the younger generation. One notable example is Ernest Hemingway's novel *The Old Man and The Sea*, which exemplifies these educational themes. In his struggle against a large marlin, the character Santiago, an old fisherman, demonstrates qualities such as courage, perseverance, and respect for nature. Through Santiago's experiences, readers are encouraged to reflect on the meaning of life and the significance of values when facing adversity.

Other works, like *To Kill a Mockingbird* by Harper Lee and *The Catcher in the Rye* by J.D. Salinger, also explore important educational values. These novels highlight the significance of empathy, justice, and the quest for identity (Lee, 1960; Salinger, 1951.

Ernest Hemingway's *The Old Man and The Sea* is not just a tale about an old fisherman named Santiago battling a massive marlin, it also conveys significant educational values. This story highlights the importance of perseverance, courage and respect for nature. Despite his advanced age and many setbacks, Santiago continues to fight with unwavering determination. His persistent attitude exemplifies a key lesson in education that perseverance and continuous effort can lead to results, even when faced with numerous challenges.

One of the key educational values evident in this novel is the courage to face challenges. Santiago not only battles the marlin but also confronts feelings of hopelessness and doubt within himself. This teaches younger generations that true courage is not about avoiding fear but rather about facing and overcoming it. In an educational context, this can be interpreted as a message encouraging students to _____ from failure, which is an essential aspect of the learning

_____ nature is a central theme in the novel. Santiago demonstrates a _____ the marlin he catches, highlighting the respectful relationship _____ nature. This value is important in environmental education, _____ ological awareness and responsibility for the environment. It is

crucial to teach the younger generation to respect and protect nature, helping them understand that their survival is closely linked to the sustainability of the ecosystem.

In addition, the relationship between Santiago and the sea highlights the significance of reflection and introspection. As he battles the fish, he also contemplates his life, achievements, and failures. This process of self-reflection is essential in education, as it enables students to understand themselves better and cultivate critical thinking skills. By encouraging students to reflect on their experiences, education can foster deeper insight and wisdom.

Ultimately, *The Old Man and The Sea* imparts important lessons about human values and solidarity. Although Santiago faces his struggles alone, he receives support from those around him, particularly from Manolin, his loyal student. This illustrates the significance of social relationships and support in the learning process. In the context of education, creating a supportive and collaborative community is essential for individual development. Therefore, the novel serves not only as a tale of struggle but also as an inspiration for the younger generation to cultivate positive values in their lives.

After reading *The Old Man and The Sea*, the writer hopes that this study can make a positive contribution to the understanding of the educational values contained in the work. Based on some of the situations faced by Santiago, the writer determines the title of this study is *Educational Values for The Younger Generation in Hemingway's The Old Man and The Sea.* By instilling these values, it is hoped that the younger generation can grow into individuals of strength and integrity, ready to face challenges and contribute to the betterment of society.

1.2 Identification of The Study

After reading the novel *The Old Man and The Sea* by Ernest Hemingway, the writer found various significant educational values that deserve further research, as follows:

1. The importance of perseverance in education.
2. Courage to face challenges.
3. Respect for nature and the environment.
4. Self-reflection as part of the learning process.

1.3 Scope of the Problem

blem identification, Ernest Hemingway's *The Old Man and The* ous educational values. However, the researcher needs to ocus for analysis. This research is set to concentrate on the vercoming challenges, as exemplified by Santiago's character. insight into the importance of cultivating a courageous attitude allenges so that the younger generation can develop into dividuals.

1.4   Research Questions

Based on the research background, problem identification, and scope that have been established, the writer presents the following research questions:

1. What are the educational values for the younger generation found in Hemingway's *The Old Man and The Sea*?

2. What lessons are found from Santiago's struggle in the novel?

1.5   Objective of The Study

To address the research questions outlined above, the writer established the following research objectives:

1. To present the educational values for the younger generation found in Hemingway's *The Old Man and The Sea*.

2. To describe lessons from Santiago struggle in the novel.

1.6   Sequence of The Writing

In this study, there are five chapters. Chapter one is an introduction that contains the background, identification of the problem, the scope of the problem, the question of the study, the objective of the study, and the sequence of the chapter. Chapter two is the literature review that contain previous of study, structuralism approach, and concept of educational values. Chapter three contains explanation of object of study, design of study, method of collecting data and method of analyzing data. Chapter four discusses data of collection and the results of research related to the novel *The Old Man and The Sea* by Ernest Hemingway. Chapter five is the closing chapter that consists of a conclusion of the research and suggestion from the writer.

CHAPTER II
LITERATURE REVIEW

In this chapter, the writer explains previous related studies, the structuralism approach, and the concept of educational values.

2.1 Previous Studies

This chapter consists of relevant research related to this thesis, the Structuralism Approach as an Approach used by the author in analyzing this novel. Relevant research is use to find out these thesis related to the writer thesis. Some data can be obtained from relevant or close to previous research. So, the writer presents some previous related studies that can be used as reference to support this research, namely Irawan, R. & Andriani, D. (2018), Noviana (2023), and Mocbil, A. S. A. (2023).

First, *An Analysis of Educational Values of Novel "Maze Runner" by James Dashner* (Irawan, R. & Andriani, D., 2018) has several similarities namely, both apply qualitative methods that focus on identifying educational values in novels and both aim to reveal the educational values contained in respective research objects. However, there are significant differences in approach and focus. Irawan & Adriani's study identifies general educational values such as perseverance, self-confidence, kindness, and teamwork in the novel *Maze Runner*, with an emphasis on how these values foster learning motivation values relevant to the younger generation from the novel *The Old Man and The Sea*, as well as how these values can influence and be applied in their lives.

Meanwhile, the second thesis is entitled *Reflection of Life Values in Ernest Hemingway's The Old Man and The Sea* by Noviana (2023). Research by Noviana and this study have similarities in highlighting the life values in Santiago's character, emphasizing courage, perseverance, and resilience. Both studies also apply the literature research method to analyze the text, explore the meaning of the novel, and focus on Santiago's experience, which reflects important values in life. However, there are differences in the analysis approach by Noviana because it emphasizes the reflection of life values in general and how these values shape Santiago's integrity and courage. At the same time, this study focused more on the educational values that can be taken from Santiago's struggle, such as courage in facing challenges. The purpose of each study is also different in that, the study by Noviana aims to describe the resilience of the old fisherman and the values that gave him courage. In contrast, this study emphasizes how education in the novel

unger generation and how it can be applied in everyday life. In
ana's research explores the social, cultural, and psychological
y. In contrast, this research examines the relevance of
the character of the younger generation.

dy, entitled *The Role of Perseverance and Determination in
The Old Man and The Sea* by Mocbil, A. S. A. (2023). These
ilarities in discussing the novel *The Old Man and The Sea* by

Ernest Hemingway by highlighting themes related to human values. However, this study emphasizes educational values with a different focus, while the study by Mocbil focuses more on perseverance and determination. Both studies also use textual analysis to explore themes and characters in the novel, especially Santiago's character and his interactions with other elements. However, the main difference lies in the focus of the research, which in this study prioritizes the educational values that can be taken by the younger generation from the novel, relating to character development and human values. In contrast, the research by Mocbil emphasizes the perseverance and determination faced by Santiago in his struggle against nature and life's challenges. This study aims to identify and explain the educational values in Hemingway's work and their relevance to the younger generation. In contrast, Mocbil study seeks to analyze the role of perseverance and determination in the context of human struggle and how these themes are reflected in Santiago's character. In terms of symbolism, this research discusses symbolic aspects related to education and character development. In contrast, the research by Mocbil focuses more on the symbolism of the sea as a representation of Santiago's life challenges and personal journey. The scope of this research is also broader in terms of values that the younger generation can take, while the research by Mocbil focuses on character analysis and the theme of resilience in the face of adversity.

2.2   Structuralism Approach

Structuralism emerged in the early 20th century as a response a traditional methods of literary and linguistic analysis. A key figure in the development of structuralism was Ferdinand de Saussure, a Swiss linguist who highlighted the importance of structure in language in his work *Course in General Linguistics* (1916). Saussure argued that the meaning of language does not reside in the words themselves but rather in the relationships among elements within the language system. This perspective led to the understanding that to grasp the meaning one must analyze the underlying structure of language and text; consequently, the structuralist approach began to be applied not only in linguistics but also in various other fields, including literature, anthropology, and psychology.

The history of the structuralist approach can be traced back to the ideas of Aristotle, who, in his work Poetics (circa 335 BC), explored the fundamental elements of drama and narrative. Aristotle highlighted the importance of structure in literary works, including plot, character, and theme, which all contribute to the overall meaning of a text. While the Aristotelian approach is not identical to modern ght into how elements within a text interact to create meaning the development of later literary theories.

s and 1970s, the structuralist approach gained significant tudies, particularly in France. Key figures such as Roland -Strauss, and Tzvetan Todorov were instrumental in expanding alist principles in literary analysis.

Over time, the structuralist approach began to face criticism, particularly from the post-structuralist school that emerged in the late 20th century. Thinkers such as Jacques Derrida (1976) and Michel Foucault (1980) challenge the idea that meaning can be fully captured through fixed structures. They argue that meaning is always provisional and dependent on context. Despite this, the influence of structuralism remains significant in literary studies and critical theory, serving as a foundation for various more complex and interdisciplinary analytical approaches. These methods have contributed to a deeper understanding of how texts operate and how meaning is created within broader social and cultural contexts.

Structuralism is an analytical method that highlights the significance of the structure of a text's meaning. In literature, this approach examines the relationships between various elements, such as character, plot, and theme, and explores how these elements interact to create an overarching meaning. According to Terry Eagleton (1983), structuralism is not just a method to analyze literature but a way to understand the world as a complex and interconnected relationship. Additionally, Rolan Barthes (1977) states that a text is basically a combination of quotations sourced from various cultural elements. This perspective reveals the underlying patterns within literary works and understand how these structures shape reader interpretations.

The structuralist approach is a method for analyzing literary works that focus specifically on the elements within a text in order to identify underlying patterns and structures. According to Eagleton (1982), this approach examines not only the content but also the relationships between the various elements of the text key aspects to consider in this context include:

a. Text Analysis: Identify elements such as character, setting, and plot and examine how they relate.
b. Inter-element Relationship: Understand how the elements in the text interact and shape meaning, particularly how characters function within the context of the plot and theme.
c. Cultural Context: This section examines the social and cultural contexts that influence the structure of the text and how it reflects or challenges those norms.

By examining these three aspects, the writer can better understand how the text's structure influences meaning.

The writer understands that the structural approach offers a robust framework for analyzing literary texts by highlighting the significance of structure ɔs between various elements. By exploring the history, ms, and intrinsic elements of literature, this approach enables ding of the meaning found in literary works. Structuralism contemporary literary studies, providing valuable insights for ers.

2.2.1   Character and Characterization

In literature, characters represent individuals within a story. These characters can be humans, animals, or even inanimate objects, each possessing unique traits and behaviors that distinguish them from one another. Forster (1927), it is the novelist's job to give life to the characters and make the reader believe that the character really exists. We can categorize characters into two primary types: main characters, who serve as the central focus of the story, and supporting characters, whose roles are to complement the main characters or create conflict in the narrative.

Characterization is the creative process by which a writer develops and describes a character's personality in a literary work. The author can provide information about the character in various ways, including what the character says, what they do, what they think, and how they physically appear. Forster (1927) states that a novelist can portray characters directly through narration or indirectly through their actions and conversations. There are two primary methods of characterization. The first is direct characterization, where the character's nature is revealed through their actions and interactions with other characters.

The ways a writer introduces and develops characters in a story are essential for helping readers understand and emotionally connect with the narrative. Mansfield (1921) emphasizes that an excellent character is able to foster empathy in the reader so that they seem to see the world through the character's eyes. Well-crafted characters can evoke empathy, allowing readers to experience what the characters are going through. Moreover, effective character development techniques enable writers to convey specific messages or themes more profoundly through the actions and transformations that the characters undergo.

Characters and how the author develops them play a significant role in creating conflict within a story. McKee (1997), asserts that at the heart of a drama is conflict, which arises from the different wills and motivations of the characters. Differences in goals, motivations, and traits between characters can generate tension and create engaging dynamics. Therefore, character and characterization are not just supplementary elements in the narrative. Bakhtin (1984), each character brings different values and beliefs, and these differences always trigger conflicts that advance the storyline. They are essential to the development of the storyline and the themes author aims to convey.

According to Forster (1927), characters in literature can be categorized into several types based on their roles and functions within the narrative. Additionally, Abrams (1999) explains that character and characterization encompass various ____aders in understanding the dynamics of the story. Therefore, ____terization can be further divided into distinct parts: ____aracter, or protagonist, is the central figure in a story around ____flicts and plot developments revolve. This character typically ____ goal and must overcome various obstacles to achieve it. ____ protagonists often undergo significant emotional and ____ growth and change, which allows readers to connect with

them on a deeper level. A notable example is Ikal from *Laskar Pelangi*, who not only strives for an education but also seeks to find the meaning of life. The journey and development of the main character serve as the centerpiece of the narrative, providing readers with valuable lessons about perseverance, hope, and the research for meaning in life.

b. Antagonistic characters oppose the main character and often serve as the source of conflict in a story. They can be individuals, groups, or even larger forces such as systems or societies. While they are often portrayed as villains, antagonists can possess complex motivations and backgrounds, making them more than just evil figures. In *Bumi Manusia*, the antagonist embodies the main character's social and political challenges, adding depth and complexity to the narrative through antagonistic characters. Readers gain insight into different perspectives and can understand the conflicts that arise within the story.

c. Supporting characters are individuals who play a crucial role in the development of a story and provide context for the main characters. Although they are not the primary focus, these characters often offer essential information, background, and motivations that assist the main characters on their journey. For example, in *Sitti Nurbaya*, the characters of Siti and her father provide important social and cultural context that contributes to the story's development and highlights the values of their society at the time. Supporting characters not only change the narrative but also add depth and nuance to the themes presented in the story.

d. Flat characters do not experience significant development throughout the story. They typically have one or two prominent traits that make them easily recognizable to the reader. Flat characters often serve as supporting roles that help advance the plot or convey a specific message. For instance, in many folktales, the witch is consistently portrayed as a deceitful and evil figure. Although flat characters lack the psychological depth of the main characters, they can add humor or clarity to the storyline, aiding readers in understanding the dynamics between various characters.

e. Round characters have complex and multidimensional personalities. They undergo significant development throughout the story, allowing readers to see their different sides. Round characters usually have rich backgrounds, diverse motivations, and internal conflicts, making them feel more realistic and human. In *Pulang*, for example, the characters' psychological depth allows readers to understand their motivations and inner conflicts. This ____ ____uthor to explore more complex themes and provide a richer ____rience for the reader.

____ters are those who do not experience significant change or ____ throughout the story. They maintain the same traits and ____om beginning to end, often serving as symbols or ____ns of certain societal values. While static characters can ____lity to a narrative, an overabundance of them can limit the

dynamics and development of the story. In some cases, static characters, thereby creating a clear contrast that emphasizes the development of the main character. Even though static characters do not undergo personal change, they can offer valuable insights into the main themes and values presented in a literary work.

g. Dynamic characters are those who undergo major changes in their thoughts, feelings, or actions for the story. They learn from life experiences and grow into a more mature person. Their challenging life journey makes it easier for us to understand and feel close to them. In the novel *Ayat-Ayat Cinta*, for example, the main character.

2.2.2   Plot

A plot consists of a series of interconnected events that form a story. As Aristotle (1968) stated, the plot plays an important role in tragedy because it is an arrangement of events that leads to the emotional climax called catharsis. It is important not only to know the sequence of events but also to know how these events are organized and how they relate to one another. According to Forster (1927), a plot is an arrangement of events that make up a narrative, giving the reader a clear shape and direction in following the story. Additionally, the plot includes the reasons behind each event and their impact on the characters and themes of the story.

As noted by Forster (1927), the plot's orientation in literature is essential for constructing a coherent narrative structure. It serves as a foundation for developing themes, creating conflicts, and revealing characters. Through a series of interconnected events, the plot enables readers to follow the character's development and grasp the deeper messages the driver wishes to convey. Consequently, the plot serves not only as the driving force of the story but also as a means of exploring broader meanings.

a. Exposition is the opening section of a story that lays the groundwork for the entire narrative. Aristoteles (c. 350 SM) stated that by providing essential information about the setting, characters, and initial circumstances, exposition helps the reader understand the story's context and builds anticipation for the upcoming conflicts. A well-crafted exposition will connect the reader to the story world and foster an emotional investment in the narrative's journey.

b. Conflict is central to any story. Abrams (1999) noted that it generates _____ vates character development, and provides purpose to the _____ ithout conflict, a story can feel flat and unengaging. _____ conflict enables writers to explore a range of universal themes _____ with human experiences.

_____ is the part of the story that increases tension and captures the _____ est. At this stage, the conflict introduced at the beginning of _____ comes more complex and intense. Freytag (1863) highlighted

that by gradually building momentum, rising action leads the reader to a suspenseful climax.

d. The climax is the peak moment in a narrative where the conflict intensifies the most. This pivotal point determines the story's direction and the character's outcomes. Forster (1927) noted that climaxes are typically charged with strong emotions and offer a temporary resolution for the readers.

e. Falling action acts as a bridge between the climax and the resolution of a story. During this stage, the author allows the reader to reflect on the implications of the events that have occurred and how the characters have changed due to the conflicts they have encountered. Todorov (1969) explained that falling action helps to resolve various plot points in the narrative.

f. The resolution is the final part of the story that answers all the questions raised throughout the narrative. In this section, the author reveals the underlying meaning of the story and provides satisfaction to the reader by delivering a fulfilling ending. Forster (1927) emphasized the importance of resolution in providing closure.

The writer recognizes the character and characterization are crucial elements in literary works, as they help to build and develop the characters within a story. Characters can be categorized into several types, including main characters, antagonists, supporting characters, as well as flat, round, static, and dynamic character. Each type serves a distinct role and function in the narrative, influencing both the storyline and the themes presented.

The characterization process enables the reveal of a character's personality and complexity through various methods, both direct and indirect. Well-developed, emotionally rich characters can foster a deep connection with readers, conveying conflict and broader themes. Therefore, character and the process of characterization are not merely fillers in the story; they are essential elements that contribute to dynamics, conflict, and meaning in literary narratives.

2.2.3 Setting

The setting is crucial element in literature. It provide information about the time and place, creates atmosphere, influence characters, and adds deeper meaning to the story. In literature, the setting functions much like a stage in a performance, enhancing the story. As explained by Hidayati (2018), understanding the setting is

...alyzing the narrative context and atmosphere. It serves not ...ut also influences the reader's emotions, the development of ...nfolding of conflicts. For instance, a dark a quiet environment ...f fear, whereas a bright and vibrant atmosphere may inspire

...Abbott (2021) in *The Cambridge Introduction to Narrative*, the ...ks consists of various elements that interact with one another

to contribute to the story's development. Based on this, the setting can be categorized into several components, such as location, time, atmosphere, and social environment.

a. Location

In a story, the setting is more than just a backdrop it can act as a character in its own right, create a specific atmosphere, and symbolize larger themes. For instance, a wilderness can represent darkness or mystery. As noted by Soja (1996), the setting of a story has a significant impact on how the reader feels and understands the story, making it a very important part of the storytelling process. Similarly, Bachelard (1994) argues that the places people visit can trigger memories and feelings, thus deepening the experience of a story. Selecting the right location will make the story feel more vibrant and meaningful.

b. Time

Time in a story not only indicates when events happen but also plays a crucial role in shaping the atmosphere, characters, and plot. Selecting the appropriate time can make the story feel more vivid and impactful. As Herman (2009) states, characters will develop as they face environmental pressure over time. This highlights how the choice of time can deepen character development and enhance the overall storytelling experience.

c. Atmosphere

The atmosphere in a story is similar to its mood. A combination of elements such as weather, lighting, and environmental conditions creates it. A well-established atmosphere can enhance the reader's connection to the story and help them grasp the themes the author intends to convey. According to literary scholar Gardner (1991), the atmosphere in a work is the result of how the elements of the story interact and create a certain feeling. For example, a dark and quiet atmosphere can evoke feelings of fear, while a bright and bustling atmosphere can evoke excitement.

d. Social Environment

The social environment in a story serves not only as the backdrop but also plays a crucial role in shaping the characters, conflicts, and themes. As sociologist Goffman (1959) asserts, social context plays a role in shaping behavior and interactions between individuals, which then has an impact on the structure of the narrative in a work. By grasping the social environment, we can gain a deeper understanding of both the narrative and its characters.

understands that setting is crucial in literary works, place, atmosphere, and social environment. Together, these ntext of the story. Setting functions not only as a background nt factor influencing character development, reader mood, and onflict. By creating the right atmosphere, the setting can add be narrative, making it feel more alive and poignant. An

appropriate choice of location, time atmosphere, and social conditions reinforces the theme and helps readers connect emotionally with the story, making the setting an essential component in creating a rich reading experience.

2.2.4 Theme

The main idea or underlying message that a writer wants to convey in their work is called a theme. This can reflect the author's perspective on the world. As literary critic Van (2005) explains, the themes act as the main tie in the narrative, connecting the characters, plot, and setting and providing an understanding of the author's point of view. Themes can be found in various aspects of the story, including characters, plot, and setting. Although themes are not always explicitly stated, they are often implied through symbols or dialogues within the story. The theme plays a crucial role in unifying the different elements of the narrative and providing deeper meaning for the reader.

A theme in literary works is essential for providing a deeper meaning to a story. It serves not only as a frame that unifies the various elements of the narrative but also as a lens through which readers can understand universal human values and experiences. As the literary theorist Abrams (1981), theme serves as the foundation of meaning in a literary work, providing space for the author to discuss deep issues and create a strong connection with the reader. In other words, the theme is a tool for writers to convey messages and encourage readers to reflect on relevant life issues.

According to Abbott (2021), themes in literary works encompass a variety of ideas and messages that can be examined through characters, plot, and setting. Additionally, Hidayati (2019) emphasized that understanding the theme is crucial for analyzing the deeper meaning within a narrative. Based on this Abrams (1953), themes can be categorized into different parts like universal themes, social themes, moral themes, and existential themes.

a. Universal Themes

Universal themes are concepts that are widely applicable and can be understood by people from all walks of life at any time and in any place. Examples include love, loss, and struggle. Campbell (1949) in *The Hero with a Thousand Faces* suggests that universal themes serve as the basis for many stories because of their enduring relevance and their capacity to resonate deeply with human emotions. As a result, universal themes create a bridge that connects readers to shared human experiences, allowing them to feel empathy and a connection with the characters and situations ___ he narratives.

___ es

___ s in literary works address important societal issues, such as ___ race, and gender. These works often critique current social ___ nd encourage readers to reflect on societal injustices. As a

result, literature serves as a mirror of social reality and can enhance the reader's awareness of social issues.

c. Moral Themes

Moral themes in literature center around questions of ethics and morality. Works that explore these themes often present moral dilemmas that challenge readers to reflect on their values and choices. As a result, moral themes serve as a tool to awaken readers' moral awareness and encourage them to evaluate their perspectives on right and wrong.

d. Existential Themes

Existential themes in literature address fundamental questions regarding the meaning of life and human existence. Works that explore these themes often delve into the dilemmas individuals encounter in their quest for identity and purpose. As a result, existential themes not only emphasize personal challenges but also encourage readers to reflect on similar existential questions.

The writer understands that the theme is the core message or main idea that the author wants to convey in a literary work. It serves as a framework that unites the various elements of the story and provides deeper meaning for the reader. Themes can be universal, social, moral, and existential, reflecting the author's perspective on the human experience and relevant issues in life. While themes are often implied rather than directly stated, they play a crucial role in encouraging readers to reflect on values, dilemmas, and social realities. This helps readers connect emotionally with the characters and the storyline. Therefore, the theme becomes an effective tool for writers to express profound and thought-provoking messages.

2.3   Concept of Educational Values

The recorded suicide rate in Indonesia tends to below compared to other Asian countries. However, the reality is quite different, and an in-depth investigation revealed a shocking underreporting rate, reaching 303% of previous official data, and even up to 859,10% based on the latest study. In addition, there are indications of an increase in suicidal behavior, especially among young people. Given Indonesia's status as a multicultural country with a complex belief system regarding suicide, it is crucial to consider the country's specific aspects in prevention efforts. A study, involving interviews and group discussions with experienced individuals and experts, highlighted various unique cultural perspectives, including warning signs or longing for the deceased. It was also found that there is a be contagious, inevitable, guided by ancestral spirits, or even able act under certain circumstances. To address the lack of ntial for effective prevention, a government partnership d and analyzed previously unpublished suicide attempt data This analysis revealed that Bali, Riau Islands, Yogyakarta ral Java, and Central Kalimantan had the highest rates. It was

also found that the female to male suicide ratio was 1:2,11, hanging and poisoning were the primary methods, and cases in rural areas were 4,47 times higher than in urban areas. These findings, which highlight the lack of reporting in the national sample literature and significant heterogeneity between provinces (including those with strong mystical beliefs), are crucial for the development of relevant suicide prevention programs and guidelines in Indonesia, emphasizing the need for culturally sensitive and region-specific approaches to support data-driven interventions.

Education is a process that goes beyond merely transferring knowledge. The values inherent in education play a crucial role in shaping an individual's character and quality of life. As educational psychologist Gardner (2006) emphasizes, education is not just about accumulating knowledge, it is also about building character with the values and skills needed to succeed in a challenging world. This is especially true for the younger generation, who are currently facing various pressures. The values of education serve as a strong support system during these challenging times. By understanding and applying these values, individuals can develop the skills necessary to manage stress, enhance their mental well-being, and lead a more meaningful life.

Research by K. M. Kessler et al. (2015) has demonstrated that education that includes mental health components can significantly benefit adolescents. By equipping them with the knowledge and skills to manage stress and emotions, such education can help diminish negative perceptions of mental health issues and raise awareness among young people. Therefore, it is essential to integrate mental health values into all aspects of education. Doing so will give adolescents the tools they need to tackle life's challenges more effectively and make healthier choices.

> Literary works, one of which is a novel, has various values, namely educational values, moral values, social values and character values. The value of education is everything that leads to the path of maturity, is good and can be useful for life which is obtained through education. This education is not concerned with formal education but can also be character education, basic values education that are interrelated to from a responsibility, honesty, courage and perseverance. Moral value is a value related to human behavior. This can be good or bad moral values that are seen in everyday life. Moral value is a crucial value for human life because it becomes a reference, root, and goal in life. Social values are general guidelines in society to carry out, adapt to social life in society. (Callista, 2022: 34-35).

ove quote, it can be elaborated that literary works, especially
um rich in various values, not just entertainment. Callista
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cording to her, educational values are comprehensive, covering
es individuals towards maturity, goodness, and usefulness in
ond formal education, embracing character education and

fundamental values such as responsibility, honesty, courage, and perseverance, which are interrelated to form a well-rounded individual.

Furthermore, Callista defines moral values as a crucial element related to human behavior, serving as a reference, foundation, and purpose in life, which can be seen in the good and bad of everyday actions. Finally, social values are understood as general guidelines in society that guide individuals in adapting and interacting within social life. Thus, Callista emphasizes that novels and other literary works serve as profound mirrors of life, rich in meaning, and provide vital informal lessons for the formation of character, ethics, and an understanding of social dynamics in their readers.

The development of readers' characters is greatly influenced by the educational values present in literary works, especially through its four main functions:

1. Quote from Kohlberg, in Wijaya et al., (2024) in his journal entitled *Pengaruh Teknologi Digital pada Pembentukan Karakter Peserta Didik di SDN Lesanpuro 4 Malang*.

    > Selain itu, Teori Perkembangan Moral oleh (Kohlberg & Power, 1981), menunjukkan bahwa perkembangan moral individu terjadi dalam berbagaitahap yang mencakup pengenalan terhadap nilai-nilai universal seperti keadilan dan kesetaraan. (Wijaya et al., 2024: 10).

    Stories or narratives play a significant role in shaping readers' ethics. This occurs because stories often present dilemmas that trigger ethical thinking. As an illustration, Kohlberg, as referenced by Wijaya et al., highlights how the novel *The Kite Runner* depicts the dilemma of regret and redemption experienced by the character Amir, effectively encouraging readers to reflect on their moral responsibilities. In line with this, Kohlberg & Power's Theory of Moral Development further explain that individual moral development occurs through various stage involving the recognition of universal values such as justice and equality.

2. Quote from Hakemulder, in Koopman (2016) in his journal entitled *Effects of "Literariness" on Emotions and on Empathy and Reflection After Reading*.

    > cent years, multiple studies have provided empirical evidence relation between reading and empathy […], as well as – to a r extent – reading and reflection […]. Despite these efforts, it l far from clear which textual features for which readers lead to ased empathy or deep thoughts. Studies into empathy and ction often do not compare between literary and non-literary and when they do, it is often not specific which features make eality texts literary […]. (Koopman, 2016: 2).

Hakemulder (2000), as cited by Koopman (2016), showed through his research that reading fiction can strengthen empathy because readers are invited to "experience" the perspective and lives of other characters through the stories presented. As a concrete example, the novel *Wonder* (Palacio, 2012) effectively fosters empathy through its main character, Auggie. The main message in the novel emphasizes the importance of kindness above all else, as revealed in its iconic quote: "*When given the choice between being right or being kind, choose kind*" (Palacio, 2012: 311).

3. Based on Erikson's theory of identity formation (1968), novels play a role in helping adolescents understand their identity. This occurs through the depiction of the conflicts experienced by the characters. For example, *The Catcher in the Rye* (Salinger, 1951) clearly depicts Holden Caulfield's process of self-discovery, which is highly relevant to the "identity vs. role confusion" phase in Erikson's theory (1968: 132).

4. According to Bandura's social learning theory (1977), characters in novels can serve as role models for readers. As an illustration, Bandura (1977: 45) explains how the character Elizabeth Bennet from the novel *Pride and Prejudice* (Austen, 1813) is able to teach important values such as independence and the ability to engage in social criticism.

Literary works, especially novels have proven to be fundamental in shaping readers' characters through the educational values they convey. Novels effectively shape morals by presenting ethical dilemmas, encouraging reflection as seen in the character of Amir in *The Kite Runner* (Kohlberg, 1981). Additionally, reading fiction significantly enhances empathy, allowing readers to "experience" other perspectives, such as Auggie in *Wonder*, which emphasizes kindness (Hakemulder, 2000).

Novels are also essential for understanding identity, as they help teenagers navigate internal conflicts through characters like Holden Caulfield in The Catcher in the Rye, aligning with Erikson's theory (1968). Finally, fictional characters serve as role models for social learning, with figures like Elizabeth Bennet from *Pride and Prejudice* teaching independence and social criticism, supporting Bandura's theory (1977). Thus, novels are powerful educational tools, equipping readers with moral understanding, empathy, self-identity, and vital social skills.

Literary works, such as *The Old Man and The Sea*, can serve as powerful sources of inspiration and strength for the younger generation. Through the ⸻, readers can learn the importance of resilience and fighting ⸻'s challenge. These positive values can guide young people ⸻periencing various pressures. By understanding and applying ⸻ younger generation can find hope and a more meaningful ⸻ may help reduce the risk of self-defeating behaviors. This ⸻plore how the educational values embedded in literary works ⸻ young individuals as they navigate their life challenges.