ANALYSIS OF MORAL VALUES IN THE NOVEL '*PUDARNYA PESONA CLEOPATRA*' BY HABIBURRAHMAN EL-SHIRAZY AND ITS APPLICATION AS TEACHING MATERIAL FOR ANALYZING THE CONTENT AND LANGUAGE OF THE NOVEL FOR 12TH-GRADE HIGH SCHOOL STUDENTS

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Abstract

The advancement of globalization in today's society has had a negative impact on the manners and ethics of students. As a result, education plays a crucial role in shaping the character of students, particularly in terms of moral values. This study aims to examine the moral values depicted in the novel "Pudarnya Pesona Cleopatra" by Habiburrahman El-Shirazy and explore its potential as a learning resource in novel-based education. The research adopts a qualitative approach, focusing on the moral values portrayed in the novel. Data collection involves reading and writing methods. The findings reveal that the novel "Pudarnya Pesona Cleopatra" encompasses three main moral values: 1) individual morals, which pertain to one's relationship with oneself, 2) social morals, which involve interactions with others, and 3) religious morals, which encompass one's relationship with God. These three categories are further divided into 19 specific moral values, including honesty, never give up, sincerity, responsibility, firm stance, hard work, mutual love, parental concern for their children, parental obligations, children's affection for parents, helping, respecting each other, willing to sacrifice, respecting each other, advising, not imposing the will of others, always grateful, surrendering and praying, resulting in a total of 41 moral values. The outcomes of this study can be utilized as a valuable resource for teaching Indonesian language in the twelfth grade of high school, specifically in the context of Basic Competence (KD) 3.9, which focuses on analyzing the content and language of novels.

Keywords: *Analysis, Learning Media, Moral Values, Novel*

1. INTRODUCTION

Indonesia is recognized as a nation with significant advancements in internet technology. With the rapid growth of the internet, people from all walks of life can easily access a wide range of information, both from domestic and international sources. However, this accessibility also exposes individuals to both positive and negative content. As responsible parents, it is crucial to fulfill our obligations in monitoring our children's internet usage. Nevertheless, we must also bear in mind certain principles that will help us impart a healthy understanding of the internet to our children.

Moral is an essential aspect of life, as it is closely intertwined with behavior and character in our daily lives. According to Eliastuti (2017: 41), morals encompass behaviors that align with general principles and do not contradict societal norms. They are based on what is considered good and reasonable. The definition of morals always revolves around evaluating human actions as either good or bad, as they pertain to various aspects of human existence. Firwan (2017: 52) defines moral values as norms that conform to the ethical standards accepted by individuals in their interactions with others.

Therefore, humans should demonstrate love, respect, and acknowledge their role as creations of God. These values can be manifested through righteous conduct and having faith in God.

During the period of January 09 to March 09, 2023, researchers observed a decline in the manners and ethics of students at SMA N 1 Arjawinangun towards both teachers and fellow friends. This observation was further supported by an interview conducted on February 06, 2023, with Hj. Suharningsih, S.Pd., who is the Indonesian language teacher for the twelfth grade at SMA Negeri 1 Arjawinangun. The researchers concluded that the development of globalization has had a significant impact on the deterioration of students' manners and ethics. Hj. Suharningsih stated, "The impact of globalization at this time is immense, especially in schools where there are no restrictions on the use of cellphones and the internet. As a result, students easily get influenced by negative influences due to wrong associations."

The current state of educational development is seen as ineffective in molding the character of individuals. As stated in Law No. 2 of 1985, the objective of education is to cultivate the nation's livelihood and create well-rounded individuals who have faith and devotion to God, possess noble character, possess knowledge and skills, maintain physical and spiritual health, exhibit a positive and independent personality, and demonstrate a strong sense of responsibility towards society. Therefore, the purpose of education plays a crucial role in nation-building by shaping the character and moral values of students.

Moral learning can be integrated into all school subjects through the implementation of a moral value-based learning model. Among the various resources available, books serve as a valuable medium for moral education. Books not only provide knowledge and entertainment but also serve as companions for readers. Indonesian language teachers can utilize novels as a tool to instill moral values and shape students' character. Novels, being a form of literary work, offer a unique platform for moral learning.

Eliastuti (2017: 40) states that literary works possess an intricate structure. These works reflect human expression and are deeply intertwined with societal roots. In literary works, one can explore the connections between humans and their environment, society, as well as the relationships between individuals and themselves, and their relationship with God. Among the various forms of literary works, the novel stands out. Novels, being intricate pieces of literature, encompass numerous aspects and societal values. With a significant following among literature enthusiasts, these literary works encapsulate ideas and reflections that depict the journey of an individual's life.

The novel of *Pudarnya Pesona Cleopatra* explores the significance of love in shaping the meaning of married life, leading to the blessings of affection and harmony from Allah SWT. However, family happiness is not solely dependent on love, but also on trust and attentiveness towards one another. The novel narrates the turbulent relationship between "I" and Raihana, which lacked harmony due to "I" not loving Raihana as much as he idealized women like Cleopatra in his imagination.

The Indonesian language curriculum for 2013 includes literature learning, with novels being an essential teaching material that plays a significant role in shaping students' sensitivity towards the content presented in line with the Class XII SMA

Indonesian language subject curriculum. As an educator, it is crucial to create an enjoyable learning environment, and one way to achieve this is by utilizing diverse teaching media, including various teaching materials. These materials not only encompass knowledge but also encompass the necessary skills and attitudes that students must acquire to meet the predetermined competition standards.

Researchers are intrigued by the novel *Pudarnya Pesona Cleopatra* as a valuable research material due to its depiction of various life issues and imparting of moral values that benefit readers. The moral values presented in Habiburrahman El-Shirazy's novel can be incorporated into moral education. This means that moral education can be seamlessly integrated into school curricula, particularly in Indonesian Language and Literature subjects.

2. LITERATURE REVIEW

2.1. Literature

Literature or literature in the Big Indonesian Dictionary is a written work that is compared to other writings, with its advantages such as originality, artistry, beauty in content and expression. The widely recognized types of literature are romances, short stories, poetry, drama, and lyrics according to Abdullah (2015: 441).

Ali Imron and Farida (2017:5-6) argue that literary works are works of art that express the existence of humanity with its variations and twists imaginatively and creatively using language as a medium. Literary works function as an exposure of ideas or ideas of a writer of poetry, prose, and drama. Writers can express their ideas in the form of social, political, and cultural criticism related to the environment in which they live. Literary works are a collection of imaginative works from the author's creativity towards his social environment. The world in literary works is designed and interpreted using language. The work created is then read and understood by the reader.

Sumardjo (Ahyar, 2019: 148) reveals that the novel is a very popular form of literature in the world, being a form of literature that is widely circulated and printed because many people like it. Rostamaji in (Juni, 2019: 148) Novel is a literary work that has two elements, namely instrinsic elements and extrinsic elements, both of which are interrelated and mutually influential in a literary work.

2.2. Moral Value

Value is a benchmark that is found in every human soul, value is the standard of everyone's character with good and bad behavior in life. Ambroise (2004: 65) argues that value is something that can be felt by a person as the principle of their life. That way value has a high position in a person's life, to the extent that a person is willing to sacrifice his life for the value.

Moral is the good and bad of acceptable human behavior such as in actions, attitudes, obligations, and manners. Humans are said to be moral if they can judge good and bad things, such as things that can be done and should not be done and things that are ethical and unethical. A moral person can be judged by good behavior and in accordance with human ethics. Murti (2017: 52) reveals that morals are the behavior, actions and speech of a person when interacting with others. Someone who is immoral will have difficulty in the process of socializing with humans.

Moral is a value system about how a person should live well as a human being, morals are contained in the rules of social life in various forms of habits, such as traditions, advice, regulations, advice, orders, prohibitions, and others Firwan (2017: 51). Moral is a good or bad behavior that has been determined by the individual's environment. Morals that make each individual can interact in accordance with the provisions of each region.

So moral value can be obtained from within morality, morality itself is the conformity between attitudes and behavior with inner provisions or norms that are seen as obligations. If it is said that a literary work is only an imitation of nature, then it is seen as something that does not fight for the truth. In fact, the truth is the measure that is often used in assessing a work of literature.

Nurgiyantoro (2009:323-324) revealed that broadly speaking, the problems in human life can be divided into three parts; 1) human relationship with himself, 2) human relationship with other humans, and 3) human relationship with his god. From these three moral values, it can be elaborated into 19 forms of moral values, namely never giving up, honesty, sincerity, sense of responsibility, firmness in stance, hard work, affection between family and friends, parents' concern for their children, obligations as parents towards children, children's affection for parents, respect for each other, willing to sacrifice, mutual respect, helping, advising others, then not imposing the will of others, always being grateful for the blessings bestowed, and always surrendering by always praying.

2.3. Teaching Materials

Teaching materials are one of the media that make it easier for teachers to deliver subject matter. Teaching materials can be interpreted as materials that are used as learning tools for students (Depdiknas, 2003). Majid (2008: 173) argues that teaching materials are all forms of materials used in the learning process. In teaching materials there is material about knowledge, skills and attitudes that must be achieved by students in accordance with the basic competition set.

Based on the explanation of the types of teaching materials according to the experts above, teaching materials can generally be classified into 2 (two) large groups, namely types of printed teaching materials and non-print teaching materials. The types of printed teaching materials in question include; modules, handouts, and student worksheets (LKPD). While those categorized as types of non-print teaching materials are realia, teaching materials developed from simple items, silent teaching materials and displays, video, audio, and overhead transparencies (OHT) Supardi (2020: 8).

In this study, teaching materials that will be made and used as learning materials are printed teaching materials in the form of modules. Modules are teaching devices that contain objectives, steps and learning media with one unit of study material. Students can complete and achieve their learning materials independently using modules.

Researchers found three previous studies similar to the research topic, namely Muhammad Fiwan (2017), Elyna Setyawati (2013) and Wahyu Cahyono (2016). These similar previous studies are related to the discussion of moral values and application as teaching materials.

3. RESEARCH METHODS

The method used in research is qualitative research methods. Bogdan and Taylor (Murdiyanto, 2020: 19) argue that qualitative research methods are research stages whose results are in the form of descriptive words both written and spoken from the people and behaviors that are observed. Moleong, J. (2012: 6) reveals that qualitative research is research that produces analytical procedures that do not use statistical procedures or other quantification methods. This research is based on efforts to build the views of those studied in detail, the results of which are in the form of words, holistic and complex images.

The data source used in this research is a book. The book used is the novel *Pudarnya Pesona Cleopatra* by Habiburrahman El-Shirazy. The research instrument in qualitative research is the researcher himself. The data collection technique in this study is a documentation technique with the read and record method, in which in this case the researcher reads repeatedly the novel *Pudarnya Pesona Cleopatra*. The repeated reading technique makes researchers find data related to the problem under study. From this careful reading, the researcher gets the results and then records which data is declared as research data. The data analysis technique used by researchers is descriptive analysis technique. Sugiyono (2013: 244) argues that data analysis is an analysis used to analyze data using how to describe the data that has been collected as it is, and then make conclusions that can be understood from the data.

4. RESULTS AND DISCUSSION

The results of the moral value analysis in the novel Pudranya Pesona Clopatra by Habiburahman El-Shirazy found 41 data stating moral values in the novel from 19 forms of moral values which include three (3) values according to Nurgiyantoro (2009: 323-324). 1) human relationship with himself, 2) human relationship with other humans, and 3) human relationship with his god.

Table 1. Data on Moral Values in the Novel

No.	Types of Moral Values	Form of Moral Value	Number of Citations
1.	Human Relationship with Himself (Individual Morals).	Never Give Up	2
		Honest	5
		Sincere	1
		Responsibility	2
		Hard Worker	3
		Firm	1
2.	Human Relationship with Others (Social Morals)	Mutual Love	5
		Parental Concern for Children	3
		Parental Duties	1
		Filial Love for Parents	1
		Mutual Help	4
		Mutual Respect	2

		Mutual Honor	2
		Willing to Sacrifice	1
		Advising	1
		Not Forcing One's Will	1
3.	Human Relationship with God (Moral Religion)	Always Grateful	1
		Surrender	3
		Praying	3
Total			41

4.1. The application of the analysis results to the Class XII novel learning module

Module is one of the tools used to support learning in the form of material, methods, limitations, and ways to evaluate which are systematically and interestingly designed so that the objectives of competence can be obtained in accordance with the design. According to Najuah (2020: 6) the module is one of the learning aids that can be used by students in the learning process. Through modules, students can do learning independently based on the elements contained in the module.

In the preparation of the module, the structure and framework chosen should be in a simple form and in accordance with the needs of students. The following is the framework and structure of a simple and good module according to Najuah (2020: 27).

Table 2. Module Format

COVER
Module Title
Course Name
Lesson Topic/Matter
Grade
Author
TABLE OF CONTENTS
GLOSSARY
I. INTRODUCTION
Module Identity, Module Basic Competition (KD), Brief Description of Material, Instructions for Use of Module, Learning Material
II. LESSONS
Learning Activity 1
Learning Objectives
Material Description
Assignment Summary
Exercise
Self-Assessment
Learning Activity 2
And so on, following the number of lessons designed.
III. EVALUATIONS
Key Answer
REFERENCES
APPENDIX

4.2. Expert Validations

This validation aims to find out input on teaching materials in the form of modules, namely if there is a lack of material related to the assessment. These inputs are then used as exposure to revise the module so as to improve the quality of the learning media to be used. Testing conducted by Indonesian language subject experts using a questionnaire collection method using assessment standards according to the National Education Standards Agency (UNIMUS, 28), namely there are four components that cover the feasibility of books, namely content feasibility, linguistic feasibility, presentation feasibility and graphics. The questionnaire used includes 19 assessment items with vulnerable scores per item 1-4.

A trial was conducted by validating the module with four experts, namely two from the lecturers of Indonesian Language Education at STKIP NU Indramayu and two Indonesian language teachers from SMA Negeri 1 Arjawinangun and SMK NU Al-Qur'aniyah. Based on the validation results of teaching materials in the form of modules with the development of teaching materials analyzing the content and language of the novel, it was stated by two (2) experts that the module could be used with revision, and two experts stated that the module could be used without revision. In addition, there were suggestions and input provided by experts to improve the module for analyzing the content and language of the novel for 12th-grade SMA/SMK. Thus, it was decided that the Indonesian language learning module could be implemented in the learning of analyzing the content and language of the novel for 12th-grade SMA/SMK.

5. CONCLUSION

This research reveals three moral dimensions: 1) individual morality, focusing on one's relationship with oneself; 2) social morality, emphasizing interpersonal relationships; and 3) religious morality, highlighting the connection between individuals and the divine. These dimensions are further delineated into 19 specific moral values, encompassing traits such as (1) honesty, (2) never give up, (3) sincerity, (4) responsibility, (5) firmness in principles, (6) hard work, (7) mutual love, (8) parental concern for their children, (9) parental duties, (10) filial love of children for parents, (11) mutual help, (12) mutual respect, (13) willingness to sacrifice, (14) mutual honor, (15) advising, (16) not forcing the will of others, (17) always being grateful, (18) surrender, and (19) prayer.

The study identified a total of 41 instances of moral values within the novel, providing a understanding of the ethical framework presented in "*Pudarnya Pesona Cleopatra*." The integration of these moral values into teaching materials for the analysis of content and language in novels for 12th-grade high school students offers a valuable resource for educators. The findings not only contribute to the enrichment of moral education but also serve as a practical tool for fulfilling Basic Competency (KD) 3.9: Analyzing the Content and Language of Novels in the Indonesian language curriculum.

In essence, this research underscores the significance of incorporating literary works with strong moral foundations into the educational curriculum, fostering a holistic development of students' ethical sensibilities and linguistic competence. The identified moral values not only enrich the learning experience but also promote the cultivation of responsible, compassionate, and socially aware individuals. This, in turn, aligns with the broader objectives of education in shaping well-rounded, morally conscious citizens.

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