

Students' Perception of Religious Character Education Value in Novel "di Bawah Langit Yang Sama"

Hetilaniar¹,

¹ Universitas PGRI Palembang, Indonesia; hetilaniar@univpgri-palembang.ac.id

ARTICLE INFO

Keywords:

Character;
Education;
Novel;
Religious Value

Article history:

Received 2022-01-03
Revised 2022-03-28
Accepted 2022-06-06

ABSTRACT

Therefore, this study aims to determine student perceptions of the value of religious character education contained in the novel entitled "Di Bawah Langit Yang Sama". Qualitative research methods have become research procedures. Data were taken from student learning activities through novels and interviews. The data sources were students and they were 100 students (M = 57, F = 43). Data analysis techniques include (1) problem formulation, (2) selection or categorization of data sources, (3) elaboration of data categories based on operational definitions, (4) checking reliability, (5) data analysis, research, reports and evaluation of research results. Checking the validity of research data using credibility, transferability, triangulation, dependability, and confirmability. The results of the study conclude that religious values describe the way a person communicates and worships God, how to pray, carry out God's commands, preserve customs related to worship ceremonies, and respect each other to live in harmony. The implications of the results of this study have taught students to understand the value of local wisdom and preserve various traditional values that have become the customs of people's lives.

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Corresponding Author:

Hetilaniar

Universitas PGRI Palembang, Indonesia; hetilaniar@univpgri-palembang.ac.id

1. INTRODUCTION

The development of science, technology and also the social life of society along with global demands has also influenced the implementation of education and the inculcation of educational values. People do use values to characterize individuals, societies, and cultures. Therefore, schools are the most efficient institutions to teach human values to the next generation in society. Among the functions of education is to ensure that students have universal values such as democracy, egalitarianism, and collaboration. Students spend most of their lives in schools which allows the school to transfer predetermined values to the next generation (Toker Gökçe, 2021). One thing that must be taught to students is the value of character education and one of them is religious value. This value becomes very important in providing defence against students not doing bad deeds.

Moreover, in the development of the curriculum in universities and also the concept of education to face the 21st century, character education is an important element. The transformation of student character education is an effort made in facing 21st-century education (Industrial revolution 4.0) today where every educational institution applies digital literacy habits (Digital-age Literacy) in classroom/school learning as a transformation of modern student character education (Dewi & Alam, 2020). Therefore, teachers must select the right learning resources to convey the value of religious education. One of the interesting learning resources for students is novels.

Novels have become an interesting source of learning or learning media for students. Novels as literary works can be used as activities to teach character education values. It is hoped that literary appreciation activities since students are in elementary school, will prevent the next generation from hedonism, egoism, individualism, and ethnocentrism. The application of character values will be a strong foundation in building a nation (Widyahening & Wardhani, 2016). From the results of this study, it can be seen that literary appreciation activities are learning activities that can develop students' understanding of educational values. Especially during the Covid-19 pandemic, it has become a difficult time for everyone to carry out the online learning process all of a sudden. This condition requires a harder effort in instilling the value of character education, especially in teaching religious values. Therefore, novels are the media of choice to teach the value of religious character education.

Character education is an important thing that students must have to grow their character, so they can have a good personality in the current pandemic, character education is very necessary for students to continue to develop their potential, even though learning is done online (Intania & Sutarna, 2020). There are challenges in providing character and moral education because it must be taught together with different subjects and not specifically for character education lessons (Birhan, Shiferaw, Amsalu, Tamiru, & Tiruye, 2021). Character education becomes a teacher who is responsible for instilling character values through a learning process such as responsibility, discipline, social care, cooperation, and religion (Miftakhu Rosyad & Wiralodra Indramayu, 2020).

From several studies, it can be seen that the process of character education is often taught in every subject at school or college. There are no specific lessons that discuss the value of character education. So, the gap in this research focuses on a special study of the value of religious character education through novel media. Thus, students can also get two educational values carried out during this research, namely the value of religious education and the concept of understanding the value of the context of the novel. Both of these things are highlighted as a form of novelty in this research. So far, previous research has identified the overall application of character education learning in the classroom, but this study was carried out specifically to understand the religious value of the study of the content of the novel. Moreover, novels often describe the value of local wisdom and real-life so that students can more easily understand their values. Religious values are used by people as part of their system of meaning to overcome life's difficulties and challenges (Krok, 2015). The novelty value presented in this study is related to students' understanding of the educational value of religious characters from novels carried out through classroom learning activities so that students can understand more deeply the various religious values that they can acquire and do in their daily lives.

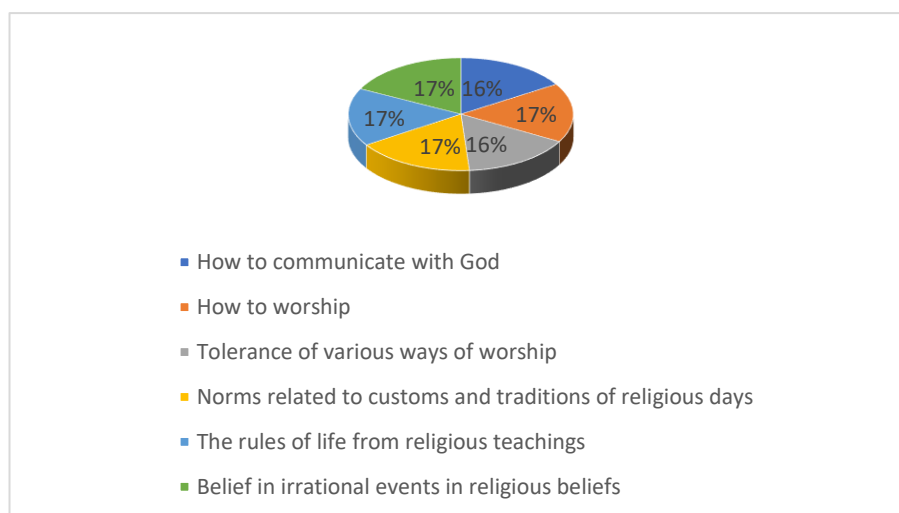
Therefore, this study aims to determine student perceptions of the value of religious character education contained in the novel entitled "Di Bawah Langit Yang Sama". The results of this study are expected to provide benefits and recommendations to teachers on how to teach religious character education to students. In addition, novels or other literary works can be used as a choice of learning media that are easily understood by students and also have a variety of genres which are attractive choices for students so that learning activities are more motivated.

2. METHODS

This study used a qualitative. Qualitative research methods have become a very common procedure for conducting research in many disciplines, including education, psychology, and the social sciences. This type of research is also starting to be increasingly used in the field of second language teaching and learning (Nassaji, 2015; Creswell, 2012). Data were taken from observations of student learning activities, documents, and interviews. Sources of data are students who receive learning appreciation of literary works. The participants were 100 students (M = 57, F = 43) from a private university in Palembang. So, observations were made when students discussed in online classes related to the study of the novel and discussed the context of the values taught in the novel. Documents are taken from activities resulting from class discussions. While the interviews used semi-structured interview guidelines that had been made by the scope of the research study. In addition, these interviews provide the researcher with the opportunity to prepare and analyze semi-structured and flexible questions to some extent while maintaining pre-determined research guidelines. Interviews were conducted to get a deeper perception of students regarding the educational value of religious characters contained in the novels during their discussions in class. Interviews were conducted at the end of the 2021-2022 odd semester learning. This research used category development procedures including (1) problem formulation, (2) selection or categorization of data sources, (3) elaboration of data categories based on operational definitions, (4) checking reliability, (5) data analysis, research, reports and evaluation of research results (Mayring, 2014). Checking the validity of this research data is done through credibility, transferability, triangulation, dependability, and confirmability (Miles & Huberman, 1994).

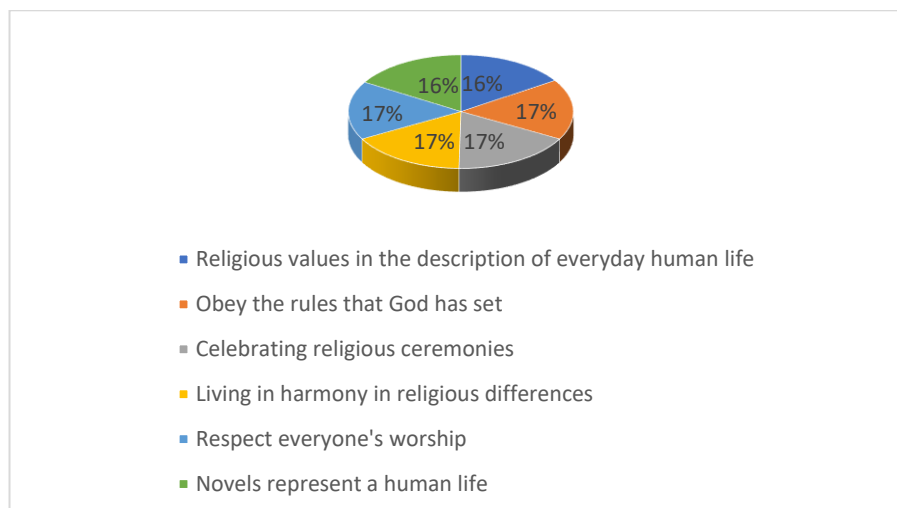
3. FINDINGS AND DISCUSSION

The following are the results of the assessment of student learning outcomes from the discussion and exercise process related to the study of the value of religious education in the novel. It is taken from the worksheets of 100 students. The data is presented through percentage graphs related to the findings of the value of religious education;



Graph 1. The Value of Religious Education in Novels From Learning Outcomes Documents

Meanwhile, the results of interviews conducted with students show that the overall pattern of religious character education values is closely related to daily life in carrying out religious orders. The results of the percentage of student answers are presented in the following graph.



Graph 2. The Value of Religious Education in Novels From Interview

The results of data analysis from the two graphs present the value of religious education which is closely related to human religious life and is carried out by everyone in everyday life, whether in the family, school or workplace. The findings of the value of religious education illustrate the concept of character values that have been set by the government in the process of providing education that must be taught by educators. Thus, the novel becomes one of the learning media that makes it easy for students to understand the value of religious education.

The following are some important points that can be concluded from the findings described in the graph.

1. The way that people use to communicate with the Creator with faith and vibration of the soul to carry out the commands of the Almighty with the beliefs of each individual.
2. The novel does not focus on one value of religious teachings because in the novel *Under the Same Sky* by Helga Rif various religions describe the human relationship with God, such as prayer, praying to Hyang Widhi, chanting the Gayatri Mantra or the line of temples that are usually chanted in every prayer by Hindus as a form of a request for protection, enlightenment of conscience, and peace.
3. Values that teach to be in harmony with fellow human beings.
4. Values that teach submission to God for all the burdens of life you have so you can feel close to God.
5. Values related to customs describe the rules and regulations that have been established to protect the community. In adat, some norms regulate society based on rules that have been agreed upon and made specifically, clear, and firm. Each violator will be punished according to the violation committed. Customs are also called cultural values as guidelines that provide direction and orientation in life. Adat is a rule that is set in a society and is obeyed by the community and in adat, there is a law that prohibits violating the custom.
6. Religious values appear in traditional ceremonies, such as Ngaben. Ngaben traditional ceremony is a ritual performed to send the corpse to the next life.
7. In the mythical elements contained in the novel *Under the Same Sky*, Helga Rif is a public belief in folklore that is considered sacred because it is related to community traditions and has been carried out for centuries. Myths are considered true stories, stories that have sacred values, and examples, and contain meaning. As some Balinese believe, the tears that fall will burden the soul of the deceased to achieve his goals before God. The Balinese believe that before carrying out the Ngaben ceremony or Ngaben. Then on a good day, the signatories or Hindu priests will ask the signatories or Hindu priests, then carry out the Ngaben ceremony or commonly called the Ngaben ceremony.

Meanwhile, the results of interviews conducted at the end of the lecture have also described the pattern of religious character education values that are relevant to student life. The interview transcripts that have been summarized describe several points of religious character values, namely;

1. What do you think about the message contained in the novel?
This novel has described the story of people's lives which are closely related to everyday life so that it is easy to understand. Moreover, the values described by the novel's characters are also very clear.
2. Do you often carry out daily activities related to religious teachings as contained in the novel?
We often do prayer activities for every daily activity in a way that is believed by each religion, especially in carrying out God's commands.
3. Have you ever carried out traditional activities and religious ceremonies carried out in the community?
We have religious ceremonial activities that are often carried out during religious holidays and this tradition is always carried out regularly, as described in the novel story.
4. Do you collaborate with other people of different religions?
The environment we live in is culturally and religiously diverse. We always respect and appreciate all religious activities carried out by everyone, because harmony is part of the traditional values of community social life that have been understood and carried out by the community.
5. What do you think about the concept of respecting other religions depicted in the novel?
We understand the concept of respect and respect that the novel has depicted. We do not make noise or interfere with the activities of other religious ceremonies.
6. Do you agree that the novel is part of the story that provides good values for the reader?
We are happy that this novel has given a story that is close to our lives so that the values contained in the novel can be understood easily.

In the element of religious values, people believe that God is a source of strength and a helper who can help humans in living life. In Balinese society, one of them communicates with the Creator by chanting the Gayatri Mantra or the temple line which is usually said in every prayer by Hindus as a form of a request for protection, enlightenment of conscience, and peace. However, in terms of myths, people believe in stories that believe in the occult, believing in stories that are considered sacred like falling tears will burden the souls of the dead to achieve their goals in the sight of God. This is in line with the beliefs of the Balinese people and is still trusted by the Balinese people.

So, the findings of this study have illustrated that religious values become an important element for students as a form of gratitude and carry out various activities with obedience to rules both from God and social society (Efendi, Amelia, & Hayati, 2019). Education of religious character values is also a form of religious relationship between humans and God, including piety, prayer, repentance, and monotheism. Forms of religious values in human relationships include compassion and kindness. In another study, it was shown that literary works of media could be used to strengthen religious characters (Afrila, Suyitno, & Setiawan, 2021). Especially in the globalization era of the 21st century, religious character education is very important because it can shape the character strength of students to become religious, honest, caring, lifelong learners, and physically and mentally healthy (Firmansyah, Firmansyah, Sauri, & Kosasih, 2021). The development of religious character and local wisdom can also be learned from textbooks, so literary works can also be considered a source of learning such as textbooks. Therefore, teachers must be able to understand the accuracy of teaching materials so that character value education can be taught. Such textbooks based on religious characters and local wisdom provide special challenges for students and teachers to exploring their local culture and practices (Darmayenti, Besral, & Yustina, 2021)

The results of research on the value of cultural character education in Helga Rif's novel *Under the Heavens* can be used as inspiration for students, teachers, and literary lovers because apart from considering literature, this novel also contains religious teachings as well as many useful cultural values. and can be used as an example in life. Other researchers, it is hoped that they can explore elements of

Balinese culture in the novel *Under the Same Sky* by Helga Rif by using a different theory. In addition, this novel can be used as a recommendation for teaching materials for learning language skills. Students can improve their writing, reading, listening and speaking skills as in the concept of learning appreciation of literary works. Moreover, students also really like novels as one of the reading materials for literary appreciation assignments. So, further research can consider novels as authentic teaching materials.

4. CONCLUSION

The results of data analysis concluded that the education of religious character values understood by students through the study of the novel entitled "Under the Same Sky" was related to attitudes and behaviour that obeyed the rules of religious teachings. The religious character values described in the novel include 1) the way a person communicates and worships God, 2) prays, 3) carries out God's commands, 4) preserves customs related to worship ceremonies, and 5) respect each other's religions so that can live in peace. This finding illustrates that the education of religious character values has directed students to become religious individuals so that all compliance made from these religious teachings makes students strong individuals and does not carry out various activities that are not good or violate the rules.

In addition, the implications of the results of this study have taught students to understand the value of local wisdom and preserve various traditional values that have become the customs of community life. Educators can teach the value of religious education through appreciation of literary works so that it is easy for students to understand deeper than novel stories, moreover, stories in novels are often closely related to people's lives. However, this research is still limited to the education of religious character values through novels, so the results of this study can still be developed by further researchers regarding students' perceptions of the application of religious character values in daily life. Thus, the application of religious character values in classroom education in any learning can still build character values that are a must for educators. The value of religious characters that have been studied in class can also be assessed through student learning outcomes

Acknowledgements: Thank you to participants who have helped during the data collection process

Conflicts of Interest: no conflict of interest

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