



PROBLEMATIC CHARACTERS IN ANDREA HIRATA'S NOVEL *ORANG-ORANG BIASA*: AN OVERVIEW OF CHARACTER EDUCATION VALUE

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ABSTRACT

Character education is needed to build quality human resources. This study aims to describe and explain the values of character education through problematic characters in the novel Orang-Orang Biasa. The data in this study are data on the values of character education in the form of dialogue quotes, sentences, and paragraphs in novels. The data source is Andrea Hirata's novel Orang-Orang Biasa. The data collection technique uses documentation techniques with reading, recording, and assessment activities. The validation technique used is the theory triangulation technique and data triangulation. The data analysis technique uses an interactive model analysis technique which includes three components, namely: (1) data reduction; (2) data presentation; and (3) drawing conclusions. The results showed that the novel contained eight values of character education, namely integrity, perseverance, kindness, responsibility, self-discipline, courage, good judgment, and respect. This value is represented by eight different figures. Novels of Orang-Orang Biasa can be used as a medium to add values to character education through literary learning.

KEYWORDS: character education, characters, novels

INTRODUCTION

Education plays an important role in preparing Indonesian human resources to become high quality human resources [1]. The quality of human resources can be created from three domains, namely affective, cognitive, and psychomotor. However, the weakness of education which still prioritizes the results of intellectual intelligence only causes other areas of intelligence to disappear [2]. In fact, attitudinal intelligence and skills are also very important to form a good person and have skills according to their interests and talents. One very urgent domain for Indonesian human resources is attitude or affective. The affective domain is developed through character education that reflects the national identity and culture.

Strengthening character education is urgently needed because of the increasing moral crisis in adolescents aged 10-24 years who reach around 26.67% of the total population of Indonesia [3]. This moral problem is characterized by arrogance, low social care, slandering one another, and decreasing respect and respect for parents and lecturers as figures that should be respected and respected [4]. From these attitudes, these have developed into negative actions and behaviors such as fighting between students, free sex, drugs, rape / abortion, to corruption. This shows that the issue of national character education must be increased and becomes the concern of all parties [5].

The learning process in schools is an effort that needs to be strengthened to improve or minimize the character



crisis, one of which is through literary learning. Literature is everything that is written and printed. Literature is a form of creativity from an author that focuses on humans and their lives as objects by using words or language [6]. Literary texts are important to be placed in historical space and time in order to provide sufficient meaning in modern times [7]. Examining literary works will help us to grasp the meaning contained in the author's experiences conveyed through his imaginative figures and provide ways of understanding all types of social activities [8].

One type of literary work featuring many characters is novel. Novels as imaginary works contain pictures of life to which the characters respond and experience stories in accordance with the author's life view to the reader [9]. Novels are able to present the development of one character, complex social situations, relationships involving many or a few characters and various complex events that occurred several years ago in detail [10]. The character in the novel is a problematic hero who seeks authentic values in a degraded world [11]. Characters are built by certain basic combinations of fictional elements in the form of language, descriptions, actions, dialogue, and interactions with other scenes and characters [12].

In this connection, the characters in the novel become the driving force for the story through the events they experience. Character traits, attitudes, or actions can be formed from the problems they face. It is the depiction of a character's struggle in dealing with problems that accommodates meaningful values. By looking at a character's life as a whole, evaluating their goals and how they are achieving them can strengthen students' moral imaginations. Then they imagine, desire, and choose a more worthy goal for their own life [13]. Thus, focusing on problematic characters in a novel becomes an effort to instill a value in students.

Efforts to cultivate and strengthen values through the contents of the novel text are appropriate. This is because the value of a text is found in the text itself or is inseparably related to the work itself [14]. However, it should be noted that the meaning of a value must be valued in concrete and special situations because values are useful and lie in the heart as a basis for judgments about what is important in life, what is valuable, how someone might act and ultimately produce something of quality [15]. So, value is something that is useful and can encourage good behavior from within humans.

Character education is a system of instilling character values which includes components of knowledge, awareness or willingness, and actions to carry out these values [16]. Lickona [17] states that character education is an activity to help others understand, see, and carry out good and ethical values. Character education is a national movement that creates schools that foster ethical, responsible, and caring young generations by setting an example and teaching good character through an emphasis on universal values that we share [18]. So, the value of character education is a total belief system that regulates a person to behave properly which is obtained through the learning process in order to become a useful human being for himself and others.

Abourjilie [18] divides the value of character education into eight, namely: 1) Integrity; have the inner

strength to be honest, trustworthy, and act fairly and respectfully. 2) Preseverance; persistently pursue worthy goals despite difficulties, challenges or discouragement. 3) Kindness; considerate, polite, helpful and understanding of others. 4) Responsibility; reliable in carrying out obligations and duties and consistent in speech or behavior. 5) Self-Dicipline; set yourself up for improvement and prevention of inappropriate behavior. 6) Courage; have the determination to do the right thing even when other people do not do it. 7) Good judgement; set proper priorities and think about the consequences of actions. 8) Respect; show high respect for authority, others, oneself, property and the country.

This study will examine the values of character education in Andrea Hirata's novel *Orang-Orang Biasa*. Andrea Hirata is the author of the best-selling *Laskar Pelangi* novel, which has been published in 25 foreign languages and circulated in more than 130 countries. In the novel *Orang-Orang Biasa*, Andrea Hirata tells a group of marginalized people who try to help Aini's medical school tuition fees. She is the eldest daughter of Dinah, a member of this marginalized group. However, there are many other events and problems faced by the characters in the novel so that they are said to be problematic characters. Therefore, this study will focus on problematic figures who represent the values of character education with Abourjilie's theory which includes: integrity, preseverance, kindness, responsibility, self-discipline, courage, good judgment, respect.

Although similar research has been conducted previously by Agustyaningrum, *et al.* [19] which examines three novels by Nh Dini with a focus on the value of nationalism and produces forms of nationalistic values such as love for the country, willingness to sacrifice, and preserving the nation's cultural wealth. Likewise, research by Riza Perdana, *et al.* [20] on the novel *Raden Mandasia Si Pencuri Daging Sapi* by Yusi Avianto Pareanom. His study focuses on the character value of hard work represented by the characters in the novel. The result is that there are 11 figures who describe the character value of hard work. However, this study has differences with the two studies on the object of study and the theory used to analyze the values of character education through problematic figures. Thus, this research will complement efforts to cultivate character values to strengthen the affective domain through novel studies.

METHODOLOGY

This study uses a qualitative descriptive method so that researchers must collect their own data through examining documents, observing behavior, or interviewing participants/people [21]. The data in this study are data on the values of character education in the form of dialogue quotes, sentences, and paragraphs in novels. The data source is Andrea Hirata's novel *Orang-Orang Biasa*. The data collection technique uses documentation techniques with reading, recording, and assessment activities. The validation technique used is the theory triangulation technique and data triangulation. The data analysis technique in this study uses an interactive model analysis technique which includes three stages, namely: (1) data



reduction; (2) data presentation; and (3) drawing conclusions [22].

RESULT AND DISCUSSION

Orang-Orang Biasa Novel (OOB) is a novel that accommodates hero characters who seek authentic values in their world. In addition, the novel has several characters who can describe the values of character education through their participation in the story. These values are represented either directly or implicitly through the characters created by the author. Based on this, here are some figures who represent the values of character education.

1. Integrity through Inspektor Abdul Rojali Character

The value of integrity carried through the character of Inspektor Abdul Rojali is very prominent in the story. He highly values his own integrity as an ordinary policeman by acting fairly and with respect. This is reflected in the attitude of the inspector who refuses to get privileges for his child who failed the test at the nursing school. Here's an excerpt.

"But, my child didn't pass the test, Miss."

"Yes, this is a special privilege for children of officials."

"Sorry, Miss, I'm not an official, I'm just an ordinary cop. Please say thank you to the principal. And also say that you will take the test again next year." (OOB, 64).

In the quote, the Inspector clearly respects the school for its efforts to make it acceptable for their child. However, with his integrity, the Inspector refused to do so and made more efforts for his son to take another test in the following year. Furthermore, the value of integrity inherent in Inspector Abdul Rojali is honesty. He was a police officer who could not be bribed even though at that time he desperately needed money. This started when two men accompanied by a woman were about to open a luxury goods business but were constrained by certain parties. They then asked the Inspector for help to run their business, especially in relation to parties who disturbed their business. Unexpectedly, they intended to give the inspector tens of millions of rupiah in cash but was refused. The inspector's honesty can be illustrated by the following quote.

"Hmmm, If you see them again, please tell me, sergeant, if they dare to do what they were doing then, I will immediately arrest them for trying to bribe the authorities! Then, they, including the beautiful woman, will experience a very unpleasant event called a verbal process!" (OOB, 151)

Inspector Abdul Rojali's integrity is the representation of a police officer. True law enforcers who work wholeheartedly and uphold the name of state institutions. This proves that the police are servants and protectors of the community who are able to provide a sense of security to all citizens without exception. Apart from that, the police cannot be intervened by any party, especially those who intend to bribe the police for their own interests. Thus, the figure of Inspector Abdul Rojali experienced problems as a police officer who was often bribed or given certain

privileges and rewards. However, he continued to uphold the principles of integrity.

2. Preseverance through Aini Character

The value of the preseverance character is depicted by the character Aini, a child born to a poor family. After her father died due to illness, Aini became more and more determined. She reads books wherever she has free time, borrows many books in the library, and of course studies hard with her math teacher, Mrs. Desi Mal. These changes made Mrs. Desi curious and feel proud to have students who were very determined to master mathematics. Here's an excerpt.

"Why are you studying so hard, Aini? I've been a teacher for 35 years, I've never seen a student as strong as you, Ni." (OOB, 45)

The diligent character education value inherent in Aini's character emphasizes that nothing can be achieved by taking it easy without diligent efforts. Aini, who used to be unable to do math, is now able to conquer it easily. It was because of her persistence and persistence that she could be accepted into the medical faculty of a well-known public university. However, a new problem arose when she realized that she would not be able to afford the expensive medical school tuition fees. Realizing this, Aini never gave up and never gave up to reach her dream of becoming a doctor. She then decided to work at the Kupi Kuli shop in hopes of raising money to pay for her college. Here's an excerpt.

Dinah's smart daughter, Aini, eventually became a waitress at the Kupi Kuli shop. She worked from morning to evening, sometimes into the evening. Exhausted she worked all day ... (OOB, 122)

Aini experienced problems in learning to realize her goals with persistence. Aini's persistence is a representation of tough students who will never give up on circumstances and keep trying to achieve their dreams. Thus, the value of persistence needs to be exemplified in order to get what you want.

3. Kindness through Debut Awaludin Character

The value of the kindness character is contained in Debut Awaludin as a hero character in the OOB novel. Concern for his friends is one of the virtues brought by Debut figures. The desire to help Dinah to be able to educate her child is the pinnacle of representation of the value of Debut's goodness. Moreover, it is related to injustice towards marginalized people; poor people who want to get the right to education. For this reason, Debut did various things to help Dinah. Even though using bad methods for good, the value of goodness that is raised is mutual help. This is illustrated in the following quote.

"All the money in the world is in the bank! Your son must enter the Faculty of Medicine! Whatever will happen! A mother is willing to cut her hand for her child! Wipe your tears, Dinah! Prepare yourself! Prepare yourself well! Because we're going to rob the bank!" (OOB, 79)

In the end, the Debut who initiated the robbery had a pure good spirit. Even though he and his friends succeeded



in robbing them, in the end they returned the illegal money. They agreed not to use the money to help Dinah educate their child, but to use the solidarity of their friends to try to earn money in a lawful way. Thus, Debut Awaludin is a problematic hero figure for his idealism towards the education of marginal groups with a sense of solidarity and kindness as friends. The following is an excerpt that illustrates the description.

The bank robbers kept their promise to borrow from anywhere and sell anything for Aini's down payment. The next cost they will think about later. (OOB, 254)

The value of goodness character needs to be owned to improve relationships between humans. The kindness represented by Debut figures is a form of empathy that needs to be emulated. With kindness, someone will care more about others, lighten the burden on others, and uphold justice. Therefore, absolute goodness belongs to every student as a student and as a citizen.

4. Responsibility through Guru Akhirudin Character

The value of the character of responsibility is illustrated by the character Guru Akhir. He is an art teacher who has problems with the loss of his artistic soul due to sluggish support from his surroundings. But unexpectedly, he got a shipment of 1000 *topeng monyet* from someone to be used as an art show at a carnival in August. It revives its artistic soul. Then he felt the need to make this carnival more festive and exciting than the previous monotonous years. Guru Akhir felt he had to be responsible for the success of the festival with his artistic skills. One of the forms of responsibility is conducting research for the purposes of concocting the festival later. Here's an excerpt.

Outside the monkey cage, Guru Akhir is doing research for his carnival art project. He was jumping, hopping, grinning, imitating the behavior of the monkeys in the cage, amazed zoo visitors saw him. (OOB, 140)

Thanks to his totality in art, the 1000 monkey dance festival was a huge success. However, one thing that interfered with his success in the event was that several robbers who were disguised as the same *topeng monyet* participated in the carnival. This incident forced Guru Akhir to fulfill the police summons for questioning as a witness. As someone who pioneered the carnival, Guru Akhir is a person full of responsibility. This was reflected in the attitude of Guru Akhir, who complied with the police summons and openly gave information related to the carnival. Here's an excerpt.

"All right, Guru, back to the matter of the muggers disguising themselves as monkey dancers and joining the parade ..."

"This is the moment I've been waiting for, Kumendan! First of all, of course Kumendan wanted to know how I got the 'topeng monyet'." (OOB, 232)

From Guru Akhirudin character we can learn that everything that is our duty must be done responsibly. Even though there are problems that arise, we still have to be accounted for because we are involved in them. The value of the character of responsibility is important for dealing

with mistakes, building trust, and professionalism in duty.

5. Self-Dicipline through Dinah Character

Dinah is a problematic character who stirs the story because her son has successfully entered medical school but he cannot pay his tuition fees. Through these problems, Dinah accommodated the value of self-disciplined character education. Even though she is a poor person and tends to be academically stupid but has a character that is able to control himself from bad deeds. She was angry when Debut invited her to rob a bank to pay for her son's college. Here's an excerpt.

"Did you take the wrong medication, But? We are stupid, we are poor, but we are not thieves!" (OOB, 83)

Although in the end Dinah also robbed, but she did not use the money from the robbery to educate her son. Dinah refused to use the illicit money. Finally, Dinah's character description has a relationship that is able to unite her with her friends so that they agree not to use it and return money that is not their right. Here's an excerpt.

"Sorry, friends, corruption money, illicit money, even for a cent, I don't want to send my son to school with this money." The others smiled as if they agreed with that view. (OOB, 224)

Self-dicipline character values can prevent someone from behaving badly that endangers himself or others. Prevention of negative things prevents a person from committing acts such as stealing, slandering, using drugs, corruption and others. Therefore, self-dicipline needs to be instilled in a person from an early age.

6. Courage through Salud Character

The courage character value appears from the character Salud. Previously, he was a student who was timid and did not dare to fight Bastardin CS. While still in school, Salud was subjected to bullying by Trio Bastardin and Duo Boron because of his strange face. This is what makes Salud a problematic figure. After years of leaving school, Salud heard that his friends were going to rob to pay for Dinah's child's college. Starting from here, courage appeared in Salud to join in the robbery, even though at first he was not invited by his friends. Unexpectedly, the target of the robbery was Bastardin's Precious Stone Shop. This incident became a turning point for Salud to avenge what Bastardin had done to him. The character courage Salud appears in the following excerpt.

... Bastardin clenched his fist, then threw it at Salud's face, Salud parried with his left hand, then hit Bastardin's chin with his right elbow. So hard was the blow that Bastardin fell to his knees... (OOB, 193)

The value of Salud's character education, namely courage, is not intended to take revenge. He only defended himself when Bastardin was about to beat him at the Precious Stone Shop. Salud could have knocked out Bastardin but he did not because that was not his goal to be involved in the robbery. The courage to challenge the law is done solely to help his friend to be able to educate her child and defend herself from things he never did before. Thus, Salud is a problematic character who brings the value of courage character education.



7. Good Judgement through Mrs. Atikah Character

The character value of good judgment is owned by the character Mrs. Atikah. She is a head of a bank branch who has problems due to being left by her husband. Her husband remarried his girlfriend in high school. This fact made Mrs. Atikah sad and angry, so she wanted to spit it out by stepping on the gas full of her sedan on the highway. Anger and resentment towards her ex-husband made Mrs. Atikah often endanger herself. It is contained in the following quotation.

... Coming home from work that afternoon she began to venture into speeding. She stepped on the gas slowly. Her eyes continued to look at the speedometer, without realizing it she had reached a speed of 80 kilometers per hour. She had never gone that fast. Her heart was pounding, wanting her to hit the gas again, but afraid, she slowly released the gas. The pace is ebbing. Mrs. Atikah gave the left turn signal, stepped aside, stopped, then burst into tears. (OOB, 121)

With the value of good judgment character education in Mrs. Atikah, she managed to control her desires. She can still think clearly and think about the consequences of his actions that could endanger himself and others. Therefore, the value of good judgment character education is very important for someone to be able to make wise decisions. The portrayal of the character of Mrs. Atikah fighting against anger in order to control her actions is something that needs to be emulated.

8. Respect through Sergeant P. Arbi Character

The value of respect character education is found in the figure of Sergeant P. Arbi who is the subordinate of Inspector Abdul Rojali. He is a young policeman who is always ready to accompany the Inspector at the police station or in the arrest of a robber. The city of Belantik, which has very little crime, has made Sergeant P. Arbi experience problems as a police officer who only serves people who want to write good behavior letters. However, if there was an order from the Inspector, he never refused and immediately carried it out. This is because Sergeant P. Arbi has great respect for Inspector Abdul Rojali, here is an example of his respect in the following quote.

"Good afternoon, sergeant, what are you doing, sergeant?" Silent for a moment. Actually the sergeant wanted to answer that he was busy typing letters of good behavior, but he remembered Kumendan's message first, that the world was ruined because many subordinates reported to their superiors as long as the boss was happy. Dishonest reports, not what they are. "Daydreaming, Kumendan!" (OOB, 89)

The above quote describes Sergeant P. Arbi who had great respect for Kumendan. He showed that respect was through the act of reporting what was there because that was the teaching of Inspector Abdul Rojali. He highly respects every order, decision, action and advice from the Inspector. The value of respect character education needs to be possessed by a person in order to respect others, obey policies, not be racist and uphold unity and integrity.

Based on the explanation above, Andrea Hirata describes very interesting characters, events and problems. He never gets tired of telling the world of education in his works, including the novel *Orang-Orang Biasa*. Almost all characters in the novel accommodate the value of character education. In this study, this value is represented by eight problematic figures. This value is very important for someone to have in order to reduce moral problems in Indonesia.

CONCLUSION

Based on the results of research and discussion, Andrea Hirata's novel *Orang-Orang Biasa* presents problematic characters. These figures accommodate the values of character education through the events and conflicts they experience. The values of character education include: integrity, perseverance, kindness, responsibility, self-discipline, courage, good judgment, and respect. These values can be integrated in literature learning to complement the needs of the attitude domain. This is an effort to instill character values in students to prevent bad behaviors that often harm others and their surroundings. That way, the novel *Orang-Orang Biasa* can minimize the character crisis that hit Indonesia while at the same time supporting the formation of quality human resources.

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