

Moral Values in Five Novels by Syahid Muhammad and Their Suitability as Literature Teaching Materials in High Schools

Ahmad Nur Cahyo ^{1✉}, Agus Nuryatin, Deby Luriawati Naryatmojo

Universitas Negeri Semarang, Indonesia

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Abstract

This research objective to explain the moral values and suitability of the five novels written by Syahid Muhammad for literature teaching materials in high school which can be seen based on the content of their moral values. The approach used is a pragmatic and structural approach as well as descriptive analysis. Research data was obtained through semiotic reading, namely heuristic reading. Data were analyzed using hermeneutics. This research obtained the results that the five novels by Syahid Muhammad contained three moral values, namely the moral value of human relationships with God, the moral values of human relationships with themselves, and the moral values of human relationships with other humans. Moral values that have a relationship between humans and God include prayer, gratitude, faith, piety, trust, and regret. Moral values that have a relationship between humans and themselves include honesty, responsibility, healthy living, discipline, hard work, self-confidence, entrepreneurial spirit, logical thinking, creative innovation, independence, curiosity and love of knowledge. Finally, there are moral values that relate to the relationship between humans and other humans, including caring for others, helping each other, deliberation, living in harmony, forgiveness, keeping promises, and respecting other people. The more dominant moral values are prayer, gratitude, honesty, logical thinking, creativity, innovation, caring for others, forgiveness, respect for others. Finally, the results of the analysis on five novels by Syahid Muhammad, it can be concluded that they have met the criteria as teaching materials because they meet the appropriate aspects of language, psychology and cultural background. So it can be concluded that the five novels by Syahid Muhammad can be used as a choice of literary teaching materials in high school.

✉ Correspondence address:
Gedung A Kampus Pascasarjana
Jl. Kelud Utara III, Semarang, Indonesia
E-mail: nurcahyoahmad3@students.unnes.ac.id

INTRODUCTION

Literature is created as a result of a creative and imaginative process that contains beautiful values. Literary works created by authors certainly do not only present stories as entertaining suggestions, but also require meaning because they contain moral values that are conveyed to the reader. Literary works can take the form of a complete picture of life with cultural background and moral values. So, literary works can be used to teach readers certain things. Of course, the author hopes that readers can find and take advantage of the existing values. Literary works require readers to be able to think and take good moral messages. Even though stories don't always contain good behavior, actions and values, of course, as a reader, you have to do the opposite. Through a literary work, readers can find out what attitudes they should take when faced with a problem that occurs within themselves or society.

Apart from that, readers can also learn from examples that can shape an individual's behavior. In accordance with the opinion of Riza Suryadi, et al. (2017:315) that literary works are created not just to be enjoyed, but to understand and utilize messages that contain life values. Literary works can contain teachings that contain life values and advice from nobles so that they can expand knowledge in understanding life. In literary works there are social, moral and spiritual messages as a guide to life. A literary work contains a moral message so that the author is able to convey the meaning of a work to readers through a story. The meaning of a work can only be understood by understanding everything that is described in the work.

Morals inserted in literary works are able to describe the author's thoughts regarding the value of truth related to a person's morals or manners that he wants to convey to readers. Moral values can be interpreted as one of the important values because they are used as a basis for behavior. Bull (in Vishalache, 2016: 1) defines that morals are human behavior that can be accepted by a society. Then Abrar (in Resti, 2020: 50) revealed that moral values can inspire readers

to have a positive attitude to live a better life. However, in reality, the application of morals in the world of education has not achieved maximum results. Recently, the phenomenon of juvenile delinquency has emerged which has become an alarming problem, both from an educational, social, psychological and cultural perspective. Teenagers' lives can be weakened due to weak morals and self-regulation (Amala et al, 2021: 51). If weak morals and no regulations are allowed to continue, dehumanization will occur. Muhaimin (in Adi, 2014: 2) defines that dehumanization is the decline of noble values and human values in ideology, culture and religion, not only playing a role in guiding human life. The next impact is moral injury. Gilligan (in Dana, 2023: 5) suggests that moral injury refers to damage to a person's conscience and sense of self. This will of course influence thought patterns and can have an impact on deviant behavior in teenagers so that it can trigger moral decline. Therefore, efforts are needed to overcome this, namely by teaching literature in schools. Zuliyanti and Nurul Fitrotul (2018:222) explain that literature in the form of short stories, novels, poetry, pantuns and folk tales can contain moral values in it. Therefore, it is important to read, study and examine literary works so that their function and role in conveying moral values runs optimally.

The strategic role of literature can be used as a forum for introducing culture and life values by integrating it into learning at school. Mulyadi (2016:158) explains that moral learning can be presented through various learning media, one of which is literary works in the form of novels. A novel can be interpreted as a literary work that contains values, ideas, and motivations or doctrines expressed in the form of a story (narrative). One of the literary works in the form of prose is a novel which is considered to have completeness in form and content. The elements contained in the novel can be analyzed in depth so that they can be used as a representation of life. Suharto (in Syarifuddin, 2018: 186) explains that novels are formed by structures that produce meaning. This also agrees with Goleman (in Djoko, 2016: 157) that a novel is defined as a

work of fiction that contains implied parts and life values.

Instilling moral values can be done in the world of education, namely through studying literature. It is felt that the literature learning carried out is able to provide students with understanding and insight into moral values so that they have noble morals. However, literature learning in schools is still given theoretically, which results in a lack of students' ability to understand literature. The lack of literature teaching makes students unable to explore and deepen literature. This happens due to limitations. Therefore, efforts are made to ensure that students' abilities in studying literature develop further.

Literary works in the form of novels are felt to be able to develop students' abilities in reading critically and analyzing the various elements contained therein. So, if students carry out reading activities they can find positive values in literary works. The selection of novels in preparing teaching materials must be appropriate to students' abilities and adjusted to their educational level. Therefore, the novel that will be used as teaching material by students at elementary school level will certainly not be the same as at junior high school level, nor will it be the same for students at high school level. According to Rahmanto (1988: 26) there must be adjustments to students' abilities at the teaching stage before presenting teaching materials to students. The aspects to pay attention to when choosing literary works to be used as teaching materials are language, psychology and cultural background.

The moral value and suitability for literary teaching materials in high school in the novel written by Syahid Muhammad will be studied. The subjects used are novels by Syahid Muhammad in the last 5 years. The novel written by Syahid Muhammad has a mental health theme. The novel by Syahid Muhammad tells the story of a human's daily life with all its problems, then the author makes it into a story with an interesting plot. There are moral values in the five novels by Syahid Muhammad which can be used as alternative teaching materials by teachers

during literature lessons. This is because the novel by Syahid Muhammad represents everyday life starting from love, friendship and family which are relevant to everyday life so that it can be used as teaching material that has life messages which will later be able to have a good influence on students.

The novel by Syahid Muhammad was chosen as the subject because it met the criteria for literary teaching materials. This is based on the quality of the five novels written by Syahid Muhammad. The novel by Syahid Muhammad also has a mental health theme so it is very relevant to take the messages in the novel to use as learning values in life. Abdul Rashid, et al (2021:70) explain that mental health can influence a person's way of thinking, behavior and feelings. Based on the description of the explanation, the title chosen by the researcher is "Moral Values in Five Novels by Syahid Muhammad and Their Suitability as Literature Teaching Materials in High School". Then, the aim of this research is to explain the moral values and suitability of the novel by Syahid Muhammad as a literary teaching material in high school. Apart from that, the preparation of this research is so that students have an idea of the values that the author wants to convey. So that values will be found that can be used as a guide in life.

METHODOLOGY

Theoretical and methodological approaches are used by researchers. Theoretically, the approach chosen is a pragmatic approach to assessing literary works from the reader's perspective. Apart from that, a structural approach is also used to understand the overall aspects of a literary work. Furthermore, the methodological approach chosen is a qualitative and descriptive approach. Qualitative descriptive approach to describe data according to facts in the field. In addition, this approach relates to verbal data expressed in writing, so statistical calculations are not required. The moral values studied are story-based learning about moral values. After the analysis of moral values, it is

continued by examining its suitability as literary teaching material based on theoretical references presented by Rahmanto.

Then, the focus of this research is a study of the content in five novels by Syahid Muhammad. The focus of his research is on the moral values of novels and their suitability as literary teaching materials in high school. The data in the research are in the form of words, sentence fragments, phrases, clauses, or discourse fragments in novels that are thought to contain moral values. The form of data is in the form of quotations from novels by Syahid Muhammad which are in the form of words, sentences or dialogue from characters. This research has data sources in the form of 5 novels written by Syahid Muhammad with the titles "Egosentris", "Paradigma", "Kamu Tidak Sendiri", "Duduk Dulu, Jangan Lupa Jadi Manusia", and the last one is "Kau Sedang Terbentuk". The five novels were published from 2018 to 2023.

Research data was obtained through semiotic reading, namely heuristic reading. Heuristic reading, namely first level semiotic reading based on linguistic rules. In practice, researchers carry out readings based on linguistic theory and linguistic rules. The data was analyzed hermeneutically. Hermeneutic reading is a semiotic reading that is based on literary, social and cultural rules and codes. The validity of the data was carried out by checking the increase in persistence and discussions with colleagues. Data is presented informally because data is described in formal words. In addition, informal methods are used so that the data presented is clearer. Furthermore, the research instruments used consist of 1) the researcher himself (human instrument); and 2) research instruments in the form of data cards.

A researcher's role as a human instrument has the function of determining the focus of the research, determining the informants used as data sources, collecting data, providing assessments on the quality of the data, carrying out data analysis, interpreting the data, and drawing conclusions from the findings. The researcher's knowledge and understanding will be used to explain the types of moral values in five novels by

Syahid Muhammad. Then, researchers use instruments in the form of data cards in the form of tables to identify and classify research data.

RESULTS AND DISCUSSION

1. Moral Values in Five Novels by Syahid Muhammad

Five novels by Syahid Muhammad are popular novels in the last 5 years published by Gradien Mediatama. These five novels are included in the modern literary genre, making them something very interesting to read by literature enthusiasts or the general public. Readers and literature lovers can use these five novels as life lessons because they have moral values for life. Syahid Muhammad's five novels tell stories about everyday life related to life problems and mental health. Apart from that, this novel also tells a lot about family problems, problems with lovers, problems with other people, and problems with oneself. These five novels emphasize the conflicts experienced in the form of intrapsychic conflicts.

The conflicts experienced by the characters are too many so they don't care about social life. The five novels by Syahid Muhammad have the theme of mental health, so that the moral values of the characters can be used as examples in everyday life. The moral values that are often found in the five novels written by Syahid Muhammad are caring for others, respecting others, forgiveness, mutual help, logical thinking, hard work, and prayer. These values can motivate readers who read the five novels by Syahid Muhammad. In essence, moral values cover broad and unlimited matters because moral values contain issues related to life and human dignity. The results of the analysis of the five novels by Syahid Muhammad found moral values in the form of values that reflect the relationship between humans and their God, the relationship between humans and themselves, as well as human relationships with other humans in the social and natural spheres.

a. The Form of Moral Values in Human Relations with God

Literary works tell the story of a relationship between humans and God so that readers gain inner reflection that comes from religious values. The relationship between humans and God certainly has more capacity than other creatures. Although the relationship between humans and God can be shown in various ways. Forms of moral values that have a relationship with God were found in five novels by Syahid Muhammad, namely faith, trust, piety, gratitude, prayer and repentance.

b. The Manifestation of Moral Values in Human Relations with Themselves

Every human being basically has a moral obligation towards himself so that humans can feel happy, peaceful, comfortable and safe in living their lives. Several forms of moral values were found in five novels by Syahid Muhammad which have relationships between humans and themselves which contain good things that readers can apply. The manifestation of these moral values is honesty, responsibility, healthy living, discipline, hard work, self-confidence, entrepreneurial spirit, logical thinking, independence, curiosity, and love of knowledge.

c. The manifestation of moral values in human relationships with other humans

In social life, of course you will build relationships with other humans. There will be negative and positive life problems between humans and their environment. Humans will be interconnected with the environment because humans are essentially social creatures. Humans need each other, including relationships with the natural environment. It was found that the form of moral values in five novels by Syahid Muhammad which relate between humans and other humans is the value of caring for others, helping each other, deliberation, living in harmony, forgiveness, keeping promises, and respecting other people.

2. The Appropriateness of Five Novels by Syahid Muhammad as Literature Teaching Materials in High Schools Judging from Their Content of Moral Values

Selection of literary works in the form of novels can be used as a way of instilling moral

values in students. The content of moral values must take into account certain criteria. Rahmanto (1988: 26) explains that if you are going to present teaching materials to students, they must be adapted to their abilities at a particular teaching stage. Apart from that, Rahmanto (1988:27) also explained that the literary works chosen as teaching materials at least meet aspects of language, psychology and cultural background. The five works of Syahid Muhammad that have been analyzed contain moral values and if used as literary teaching materials in high school have met the appropriateness. The following are aspects of the suitability of the five works of Syahid Muhammad for literature teaching materials in high school which are seen based on their moral value content.

a. Language Aspect

The linguistic aspect is an important aspect to consider in a literary work. Analysis carried out on linguistic aspects in five novels by Syahid Muhammad stated that they could be used as literary teaching materials in high school because they met the eligibility criteria. This is seen from the fact that the language used is communicative and appropriate to the level of language mastery of the students. So, the information or messages regarding moral values conveyed by the author are easy for students to understand.

Furthermore, the language used in Syahid's five novels is descriptive and simple. So, it makes it easier for students to look for interpretations of the novel. Furthermore, the five novels are also appropriate in using ideas and relationships between sentences so as to form good cohesion and coherence, making it easier to understand the plot of the story. The choice of vocabulary used in the five novels was not done haphazardly. The use of vocabulary and grammar in the novel are words and language that are often heard. The vocabulary chosen is in accordance with the content of the discourse so as to simplify the meaning of the literary work being presented. In the five novels the author also tries to use simple grammar so that it makes it easier to identify the important points.

From this presentation, it was concluded that the five novels by Syahid Muhammad met

the criteria for linguistic aspects and were suitable for use as literary teaching materials in high school, especially in class and KD 3.18 Analyze the contents of at least one fiction book and one non-fiction book that has been read. Apart from that, in class XI with KD 3.11. Analyze the message of a fictional book read; and KD 3.20 Analyze the messages of the two fiction books (novel and poetry collection) read. Also, in class XII with KD 3.9 Analyzing the content and language of the novel.

b. Psychological aspects

When choosing literary works for literature teaching materials in high school, there are psychological aspects to pay more attention to. This is because literary works are easy for students to understand if they are commensurate with their psychological development. Apart from that, they will easily understand literary works if they are in harmony with their mental and psychological development. The results of the analysis carried out on the psychological aspect state that the five novels written by Syahid Muhammad can be used as literature teaching materials in high school because they meet the eligibility criteria. The five novels by Syahid Muhammad are known to be able to arouse interest that can be seen from complex conflicts and are relevant to everyday life. So, it makes readers interested in seeing the completion of the story that has been told. Apart from that, the use of simple language in the novel makes students able to remember. The use of language is in accordance with the psychological development of the reader. So it will be easier for readers to understand the situation that has been described by the author. This can influence students' willingness to carry out assignments and their readiness to work together.

The five novels also consider the emotional closeness of literary works to readers which can be seen from the storyline. Apart from that, the presentation in the five novels is in accordance with children's psychological development when in class or study groups so that they fulfill their imagination, realistic, romantic and generalization abilities. We can see the fulfillment of the criteria for psychological

development from stories that make readers interested, because the stories presented use elements of reality and imagination.

From the analysis that has been carried out, it is concluded that the five novels by Syahid Muhammad meet the criteria from a psychological aspect and are suitable as literature teaching materials in high school in Class which is read; and KD 3.18 Analyze the contents of at least one fiction book and one non-fiction book that has been read. In class XI, namely KD 3.11. Analyze the message of a fictional book read; and KD 3.20 Analyze the messages of the two fiction books (novel and poetry collection) read. And class XII, namely KD 3.9 Analyzing the content and language of the novel.

c. Cultural Background Aspects

The use of literary teaching materials in high school requires that literary works be selected by paying attention to aspects of cultural background because students will be more enthusiastic if their cultural background is similar to the chosen literary work. From the results of the analysis on the cultural background aspect, the five novels written by Syahid Muhammad meet the eligibility criteria to be used as literature teaching materials in high school.

The eligibility criteria are reviewed based on the scope of the story which includes daily life, such as work, beliefs, thought patterns, community values, morals, ethics, and so on. The five novels use common character names with life backgrounds that are close to the surrounding social conditions. Apart from that, the five novels use story settings that are known to students so that they are easier to reach so that students do not imagine something that is out of reach. So, it can be interpreted that it will be more contextual because students are able to absorb concrete knowledge. With story settings, conflicts and characters related to students' life backgrounds, it will be easier for them to absorb the knowledge and insights contained in the novel. Finally, the five novels are able to develop students' insight as seen from the moral values contained in them.

From this explanation, it can be concluded that the five novels by Syahid Muhammad meet the criteria for cultural background aspects and

are suitable to be used as literature learning material, especially at the high school level. In class X, namely KD 3.9 Identifying important points from two non-fiction books (enrichment books) and one novel read; and KD 3.18 Analyze the contents of at least one fiction book and one non-fiction book that has been read. In class XI, namely at KD 3.11. Analyze the message of a fictional book read; and KD 3.20 Analyze the messages of the two fiction books (novel and poetry collection) read. In class XII, namely KD 3.9 Analyzing the content and language of the novel.

CONCLUSION

The five novels written by Syahid Muhammad contain moral values and their suitability for literature teaching materials in high school. From the results of the data analysis, it was concluded that in the five novels written by Syahid Muhammad there are moral values of human relationships with God, humans with themselves, and humans with other humans. The dominant moral values are prayer, gratitude, honesty, creative and innovative logical thinking, caring for others, forgiveness and respect for others. Syahid Muhammad conveys moral values in his five novels using direct and indirect means. Apart from that, the five novels have met the criteria for literature teaching materials in high school because they have fulfilled their suitability in terms of language, psychology and cultural background.

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