

The Values Of Character Education In Pullman's *The Golden Compass*

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Abstract

The purpose of this research is to analyze the values of character education presented by the characters in the novel The Golden Compass. This research uses qualitative method and expressive approach by Abrams, which focuses on how the author expresses his idea in his work. Then in the data analysis, the writer uses concept of educational value by Eyre and Eyre to determine the boundaries of the research. As the result of the analysis, the writer finds many values of character education that are shown by the characters throughout the story which are divided into two categories, values of being and values of giving.

Keywords

The Golden Compass,
Educational, Character,
Abrams

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Introduction

Most of the time, literary works are only considered as media of entertainment in which people can enjoy the thoughts, cultural expressions as well as the social customs of a particular group of people (Arafah, B., & Kaharuddin, 2019). In such literary works, authors commonly express those things by presenting values and ideas play out in the daily life of the people as they found in novels, poems, or short stories (Arafah, B., et al. 2020, Kaharuddin., & Hasyim, M. 2020). As for many people, the literary works are favorably viewed as reading resources which are used for enjoying the scenes, plots and characters in the works when spending their leisure time (Sunardi, S., Akil, M., Arafah, B., & Salija, K. 2018). They are rarely seen as fascinating works containing information on history, cultural and moral values existing in the life of a society (Andi, K., & Arafah, B. 2017, Kaharuddin, A. 2019). However, literary work in fact has something more to offer. In this regard, Onuekwasi (2013) asserts that literature is a beautiful work in a form of words, which does not only serve as entertainment, but also gives education and information to its readers. Hence, it is said that literary works contain many salutary lessons and strong source of information on reality regarding people's way of life, morality in their society (Purwaningsih, Y. R., Arafah, B., Abbas, H., & Arafah, A. N. B. 2020). Those things are certainly expressed explicitly and implicitly within the works, which are presenting not only to inform or to entertain readers, but also to educate them on values or good things found after reading the works (Arafah, B., & Hasyim, M. 2019).

Various studies on the use of literature have been carried out in terms of building literacy skills (McMaster, J. C. 1998, Langer, J. A. 1997, Tomovic, C., McKinney, S., & Berube, C. 2017), teaching social skills (Feinberg, M. J. 2002, Anderson, P. L. 2000, Forgan, J. W., & Gonzalez-DeHass, A. 2004, Arafah, H. B., & Bahar, A. K. 2015), teaching language (Türker, F. 1991, Paran, A. 2008, Pardede, P. 2011, Kaharuddin, K., & Rahmadana, A. 2020, Membrive, V., & Armie, M. 2020), and analyzing moral values (Zbikowski, J., & Collins, J. 1994, Eripuddin, S. N. U., & Rahayu, P. 2019, Hasby, A., & Islami, M. J. 2020). However, few studies on the use of literature for teaching moral values are found (Arafah, B. 2018). It is widely accepted that literature exposes two major things i.e. *the first*, what happens in society, and *the second*, the characters with their typical characteristics. Both things make literary works act like a mirror, and we can, therefore, identify information on moral values in them which can be learned, imitated, and even taught in the classrooms of language learners, Bohlin, K. 2005). In this regard Zbikowski, J., & Collins, J. (1994) are of the opinion that literature as a moral laboratory which clearly illustrates about human characters and actions.

This study aims to describe the opportunity of using moral values derived from literary works for pedagogical purpose due to the following reasons. First, moral values studies have been investigated by some researchers (Zbikowski, J., & Collins, J. 1994, Eripuddin, S. N. U., & Rahayu, P. 2019, Hasby, A., & Islami, M. J. 2020). However, the studies are simply focused on analyzing the presence or the existence of the moral values

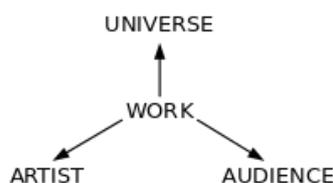
within the literary works. Second, the findings of the studies are essential information which should be followed up to be taught to students in pedagogical contexts since they reveal specific cultural norms and values which are very useful to improve good characters in social interactions (Aoudjit, A. (2012). Such information should be one of the primary aims of teaching moral education to FL and L2 learners since it enables them to build moral characters since literature is potentially powerful in moral development (Koc, K., & Buzzelli, C. A. 2004).

In more specific views, Mustakim, and Mustapha (2014) elaborate that the purpose of using literature in education is to develop the full potential of the readers in many aspects such as physical, emotional, intellectual, and spiritual manners in order to become a human being with high social standards. Character education can be learned through the characters, their actions, their struggles, or their life's journey which can be seen explicitly from the description and characters conversations, or implicitly throughout the story. Character's behavior and personality in a novel brings out many different feelings to the reader (Purwaningsih, 2020).

Literature Review

Expressive Theory by Abrams

Abrams (1971: 6) states that there are four elements in literary work and literary criticism that can be seen in the diagram as follows:



From those four elements, Abrams (1971: 8) divides literary criticism into four theories: mimetic theory, pragmatic theory, objective theory, and expressive theory. Expressive theory is a theory that analyzed literary works based on its relation to the author. It views that authors have some points that they want to express through their works.

Yosiana and Aribowo (2019: 4) say that expressive theory focuses on the extent of the success of the author in expressing his/her idea as the creator of the artwork. Other than that, Purohit (2015) elaborates that expressive view of art replace mimetic and pragmatic position as critical theory. So, reflecting society or nature is no longer the duty of literature as part of art. With this new approach, authors expose their point of view to the world instead of making their works based on the outer world. Furthermore, Abrams (1971: 22) explains that the central point of expressive theory is seeing literary works as internal based that is made into external based. It means that literary works produced under authors' creative process of thinking and feeling. Therefore, the primary source and subject of literary works is from the authors' mind, or if it is from other external elements, it is purely from authors' own perspective and point of view.

From the explanation above, it can be seen that literary works have authors' personal opinion on a certain matter. Authors essentially have something to say and want to show it to the world, so they intentionally pour it all in their works. However, it also seems that literary works reflect its author. Author's manners, behavior, and attitudes can be seen throughout their works. Readers can understand them by analyzing the patterns or the style of the work.

Values of Character Education

Education is one of the important parts of human life. Education is a medium for a person to learn something new. It is a large concept of not only studying general knowledge like science or social sciences, but also studying how to be a better person. Sari (2013: 154) explains that Education in its general sense is a form of learning wide range of knowledge, skills and habits which are transferred from one generation to the next through teaching, training, or research. By education, values of people can be improved, especially for young people.

Formal education has been a standard for a person to have value in social community. Other than that, informal education has its role in shaping a person's personality. Since birth, parents already teach their child how to behave nicely. It includes manner, life lesson, skill, and moral lesson. Murtako (2015: 156) states that moral development should be a concern for all participant in education such as teachers, school, government, and parents. This form of education can also be called character education.

In Indonesia, education is a noble ideals of the nation as outlined in the law. Law of Republic of Indonesia No. 2 of 1989 article 4 on education states that National Education aims to educate the life of the nation, and develop Indonesian people as a whole, that is, people who have faith and are devoted to God Almighty and are virtuous, possessing knowledge and skills, physical health and spiritual, steady and independent personality and sense of community and national responsibility. As stated in the law, the purpose of education is not only to learn basic knowledge to be smart, but also shaping a person to have value and good attitude.

One way to teach character education value is through literature, especially novel. Using novel as literary work in teaching have some advantages such as increasing reader's critical thinking ability, raising awareness of many social issues, and improving reader's knowledge about different cultures and traditions (Babae and Yahya, 2014: 83).

Susana (2018: 287) elaborates that value in literary works is usually reflection of truth from the author's point of view, which he/she wants to show the readers. It is a practical moral teaching that is interpreted by the readers throughout the story. It is about various things related to real life problems, such as attitude, behavior, and sociable manners. Other than that, literary work is a product of culture that can be viewed as an emotional media and it offers a way in shaping youth's mind and moral (Muassomah, 2020: 2224). Through a story, readers can learn various different socio-cultural backgrounds involving the character's beliefs, emotions, thought, tradition and so on (Arafah, 2018: 29). Furthermore, literary work can be used as a media to educate, spread awareness, and discuss the social issues within the works (Bibby and McIlroy, 2013: 19).

Eyre & Eyre (1993:29) elaborate that educational values according are divided into two groups, values of being and values of giving. values of being is divided into six: Honesty, Courage, Peaceability, Confidence and Capability, Self-Discipline and Moderation, and Purity and Pureness. values of giving are divided into six: Loyalty, Respect, Love, Unselfishness and Sensitivity, Kindness and Friendliness, and Fair and Forgiveness.

Methods

This research was conducted by using qualitative research. In using this method, the writer explained the issues that occur in the novel by collecting the whole data in details, in this case the data were words, attitude, descriptions, dialogues and so on. The writer collected the data by doing library research. The writer read the novel *The Golden Compass* by Philip Pullman, some books, journals and other materials related to this research. The writer used library research method and close reading in collecting the data by reading the novel *The Golden Compass* carefully. Other than that, the writer also read thesis, journal, and article related to the novel. The writer took notes in order to collect the data related to educational value in the novel including the words, dialogues, descriptions, and narratives.

Results and Discussion

The Golden Compass by Phillip Pullman is a fantasy fiction novel that is quite successful and popular, as it is made into a film and tv series. This popularity is due to the way Pullman delivered such a thrilling adventure of a young girl. Not only has that he presented an interesting story, but also strong characters and characterization. The main character in this novel, Lyra, received many valuable lessons in her journey, which can influence the readers.

At the very start, Lyra was showed to be an adventurous kid. At first, she was presented as an orphan, raised in a prestigious collage environment by his uncle, surrounded by lords and scholars. However, that did not make her an arrogant or bitter person. She was polite, cheerful, compassionate, and friendly. She befriended everyone easily no matter their social background.

In this novel, the writer found many character education values that were presented by Pullman. To give boundaries of the findings in this research, the writer used concept of educational value by Eyre and Eyre(1993:29). The character education values found in the novel is divided into two parts, values of being and values of giving, each parts consist of six points.

Values of Being

The value of being is a value that a person already have within a person or a character which influence his/her behavior and the way they treated others. Therefore, values of being is divided into six: Honesty, Courage, Peaceability, Confidence and Capability, Self-Discipline and Moderation, and Purity and Pureness. The writer found all these six points in the novel.

a. Honesty

LyraBelaqua, the main character in the novel was raised in Jordan Academy, Oxford. Therefore, she received some manner lessons aside from her academic lessons. She was honest to everybody that she thought she could trust throughout her adventure. However, Lyra was not the only character who shown act of honesty. Other characters also told the truth. One of these characters were Farder Coram, one of the leaders of the Gyptian (fictional ethnic group in the novel, similar to gypsies) who rescue Lyra. He told her the truth about her real parents. In the novel, Pullman showed the readers that honesty formed a strong character. Sometimes telling the truth could be hard, but it was the right thing to do.

b. Bravery

It was shown through Lyra who was ready to face everything in order to save her friend. She faced many dangers in her journey but she never gave up on doing what she thought was the right thing to do. One of Lyra's act of bravery was conquering her fear. When she met Iorek Brnison, the armored bear, she was afraid of him. He looked terrifyingly powerful in her eyes, but then her fear changed into admiration toward him. Through the

novel, the author tried to teach the readers that courage of doing the right thing even though it was hard was one of the keys to be successful.

c. Peaceability

Peaceability is the ability to resolve conflict in clear head and think about the consequences of an action first before doing it. In the novel, Lyra had shown her ability to control her emotion and make decision based on calculated thinking. The most prominent moment of peaceability was implicated when Lyra was captured by the king of the talking bears. She was really scared because this armored bear seemed a lot more ruthless than Iorek. But instead of panicked and acted harshly, she plot her escape in silence. She consulted with the alithiometer and came up with a plan to tricked the king of the bear (Pullman, 2017: 327). Pullman taught the readers that the ability of thinking clearly was essential when someone was in a confined situation. Tactic and strategy were better than just doing something carelessly.

d. Confidence and Capability

Confidence and Capability mean the power of taking actions and always ready to bear the consequences. In the novel, Lyra was almost always certain about everything she wanted. She did not hesitated when she decided to go north and looking for her friend. Furthermore, in many occasion she was confident to be able to help other people when everyone else think it was impossible. In this novel, the author tried to tell the readers that in order to achieve something, confidence in successfully doing it would affect the result. Nothing was impossible as long as hard work was involved.

e. Self-Discipline and Moderation

Self-discipline and moderation are understanding the limit of body and mind and to be able to control self urges. Discipline can also means not making promises that cannot be kept. Although Lyra was considered to be adventurous, she did what adults told her to do. She respected the adults in Jordan Academy. Furthermore, Lyra always kept her promise. For example, before going with Mrs.Coulter, the Master gave her the alithiometer (a golden compass that can answer any question), hoping she would keep it safe. The master made her promised to keep it a secret and she kept her word. She never told Mrs.Coulter about the alithiometer (Pullman, 2017: 72). The author showed that promises must be kept. Breaking promises could potentially harm other people.

f. Purity

Purity means a character's motive behind his/her action. It can also be explained as the reason why a character do certain things. For example is purity of thinking or purity of intantion without any negatif agenda, so that in can also be called a sense of innocence. Lyra was raised in Oxford, a place where everything is strict and full of politics. However, she lived a normal childhood without bothering about adult business. Aside from that, being too innocent could be dangerous. When Lyra was introduced to Mrs.Coulter, she was immediately trusted her. She never thought that Mrs.Coulter might be dangerous because she was charmed by her beauty and mannerism. Trough the novel, Pullman not only showed the good of pure intention, but also the consequences of our action. In the story, Lyra got in so much trouble because she put her trust in the wrong people.

Values of Giving

The values of giving is values that are influenced by others, it needed to be practiced or provided which would then be accepted as a given. values of giving are divided into six: Loyalty, Respect, Love, Unselfishness and Sensitivity, Kindness and Friendliness, and Fair and Forgiveness.

a. Loyalty

Loyalty is faithful to family, friends, country, school, and to other organizations and institutions to which commitments were made. It was shown not only by Lyra, the main character, but the other characters as well. For instance, Roger was a very loyal friend to Lyra. They were best friends. Wherever Lyra went, Roger would follow her. Lyra was also a loyal friend to Roger. She never gave up on her quest on finding him when he was abducted. There were many more characters who had loyal relationship with Lyra because they proved themselves to be trusted. In his novel, the author taught the reader that loyalty was not free. It had to be earned and proved.

b. Respect

Respect is shown by courtesy, politeness, manners, self-respect and avoidance of self-critism. In the novel, Lyra was raised in a conservative environment. Surrounded by noble people and scholars, she was taught about manners and how to respect other people, especially older people. Lyra respected people around her by her polite mannerism. She answered clearly when she was asked, always said thank you, and obeyed older people. Pullman showed the readers that manners such as respect and politeness were essential in society.

c. Love

In the novel, the author showed many varieties form of love among the characters. Lyra grew up an orphan in Jordan Academy, so she considered people in Jordan as her family. Lyra was an affectionate child. She loved her friends and family. Aside from friendship and family love, the author also showed romantic love between characters (Farde Coram and Serafina). This novel also explained that parents' love would never die.

Mrs. Coulter who was separated from Lyra for years still loved her as her mother. Despite her position as the head of The Oblation Board, which experimented on children, she never wished Lyra any harm.

d. Unselfishness and Sensitivity

Unselfishness meant becoming less self-centered or to put others first before individual self interest. Sensitivity was when a person learn to feel with and for others. In the novel, Lyra showed these characteristics many times throughout her adventure. She put her personal issue aside and others needs first. She ignored her suffering throughout her journey in order to rescue the missing children. She sympathized with other people's feeling to understand their situation. Pullman expressed that empathizing with other people's condition was one of many ways to comfort people. It was important to understand other's condition in order to make a decision that would not have negative effect to other people.

e. Kindness and Friendliness

It means treating people nicely and not hurt them purposely. Throughout the novel, Lyra was showed to befriend everyone without caring about their social background, including the servants at Jordan Academy. She was polite to the scholars at the academy, and played with the children of her age. Outside the academy, she enjoyed playing with other children in town and the gyptians kids. She used to play games with them, have fun and enjoy her life as a child (Pullman, 2017: 35). In the novel, the author expressed that being kind was more important than being seen as tough. He also showed that friends could be found everywhere and from diverse background.

f. Fair and Forgiveness

The last point of value of giving was fair and forgiveness. Fairness was obedience to law. It was an understanding of natural consequences of every actions. Forgiveness is a grasp of mercy an understanding of the futility and bitter position of having a grudge. In the novel, Lyra was shown to be forgiving towards her friends when they play games. Aside from forgiveness, Pullman implied that justice would be achieve and every action had consequences from the story of Lyra's parents. he taught her readers that before doing something, it was best to consider the good and bad effects of the action.

Conclusion

In conclusion, Phillip Pullman did a good job in writing this novel. Not only that it had an interesting story and conflicts, but is also contained many valuable lessons which the readers could learn from. He did not explicitly put these values in the story, but the readers could understand what he tried to imply. Many young readers would be able to learn many things from this novel.

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