



Educational Values in the Novel Rumah without Windows by Asma Nadia

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Abstract: *This research is motivated by the phenomenon that the educational values instilled in the young generation today are still not optimal. This can be proven by the many cases of cheating committed by students when carrying out exams. This novel is suitable for use as teaching material because it contains many educational values that can be instilled in students. The data collection method in this research was carried out using the reading and note-taking method. The theory used is Abrams' theory of literary pragmatics. The results of this research are (1) the intrinsic elements in the novel Rumah WITHOUT Window by Asma Nadia are characters, theme, setting, point of view, plot and language style. There are 22 characters in this novel with the main character named Rara. The theme of this novel is the strength of determination of a little girl to realize her dreams. The setting in this novel is divided into three, namely setting of place, setting of time, and setting of atmosphere. The point of view used in this novel is the point of view of the third person "he" Mahatau. The plot uses a mixed plot and the language styles contained in it are personification and hyperbole. (2) The educational values contained in this novel total 76 data. The most dominant educational value is the value of divinity education with a total of 32 data. Other values, namely the value of physical education totaling 4 data, the value of skills education totaling 4 data, the value of moral education totaling 17 data, the value of beauty totaling 5 data, and the value of social education totaling 6 data. (3) Based on aspects of language, psychology and cultural background, the novel Rumah without a Window by Asma Nadia is suitable for use as an alternative literature teaching material, especially novels in high school.*

Keywords: Educational Value; Novel; House without Windows

I. Introduction

Education is an important field in a country, with education, a country's activities can run well. Education is a provision for the younger generation to create a progressive country. Apart from being in the interests of the nation and state, education is also necessary for oneself, one's religion and society, as stated in the fourth paragraph of the Preamble to the 1945 Constitution (UUD 1945) which reads "Furthermore, to form a government of the Indonesian State which protects all the Indonesian nation and all of Indonesia's bloodshed and to advance general welfare, educate the life of the nation, and participate in implementing world order based on independence, eternal peace and social justice, the Indonesian national independence was formulated in a Constitution of the State of Indonesia, which was formed in "a structure of the Republic of Indonesia which has the sovereignty of the people based on: Belief in the Almighty God, just and civilized humanity, the unity of Indonesia, and the people led by wisdom in deliberation/representation, and by realizing social justice for all Indonesian people" values This is closely related to education, and is often referred to as educational value.

It is very important to instill educational values in students because this will help them achieve their educational goals. These educational values are the value of physical education,

the value of skills education, the value of divinity education, the value of moral education, the value of beauty education, and the value of social education. In reality, the educational values instilled in the young generation today still need to be improved. This can be proven by the many cases of cheating students commit when carrying out exams. An example of this cheating case can be proven in the case published in the News.Datik.com article titled "USBN 2018 Exam Questions and Answer Keys in West Java Allegedly Leaked", written by Mukhlis Dinillah. Apart from that, cases of violation of norms or even cases of violence committed by students are also widespread in this country.

The existence of these cases is proof that educational values really need to be instilled in students. Students should prioritize other educational values such as morality, skills, religious, social and aesthetic education in order to pursue the final result in the form of good grades. In fact, good final grades must be accompanied by positive educational values. Educational values need to be instilled in the younger generation so that they can create a future for Indonesia with character and progress. Therefore, apart from the family and social environment, schools have an important role in instilling educational values in students to improve their character. In schools, educational values can be taught through learning media and teaching materials. Indonesian language teachers teaching literature lessons can use novels, one of literary works, as teaching materials. Literary works function as *dulce et utile*, namely to entertain and benefit the audience. Inspirational novels contain many educational values that can be instilled in students. Children of elementary and middle school age are more interested in literary works such as novels as literacy material than other print media. A literary work, namely, a novel with educational values, that is very good if presented to students.

The novel *Rumah Without Windows* by Asma Nadia is an inspiring and entertaining best seller novel, it is proven that this book is still published and printed twice a year. In fact, this book had been published previously and was even filmed in 2011 in the children's drama/musical genre, starring Raffi Ahmad, Yuni Shara, and Maudy Ayunda. Apart from that, when the book was still in the bookstore, it was located in a row of best seller books. The selection of the novel *Rumah Without Windows* by Asma Nadia was motivated by the desire to explore the educational values in the novel as well as the desire to understand the educational values reflected in the behavior of the characters in this novel, so that it would be useful for readers. Therefore, researchers are interested in examining what educational values are contained in the novel. A pragmatic approach is appropriate for researching the novel. The pragmatic approach is an approach that focuses on value to the reader. Overall, this research will discuss; (1) What are the intrinsic elements that build the novel *Rumah Without Windows* by Asma Nadia; (2) How are the educational values depicted in the novel *Rumah Without Windows* by Asma Nadia; (3) What is the connection between the novel *Rumah Without a Window* by Asma Nadia as an alternative literature teaching material in high school? Overall, this article will discuss and conclude the research problem formulation.

II. Research Methods

This type of research is descriptive research with a literary pragmatics approach. Descriptive research is defined as a problem solving procedure by describing or describing the condition of the subject or object of research (a person, institution, society, etc.) (Hadari Nawawi in Siswanto, 2005: 56). Descriptive method (describing), namely the method used to look for elements, characteristics, properties of a phenomenon. This method begins by collecting data, analyzing the data, and interpreting it (Suryana, 2010: 16). Therefore, it can be concluded that descriptive research is research in which the data and results of the analysis are

in the form of descriptions of phenomena as they are, and not in the form of numbers. Therefore, researchers are faced with data in the novel *Rumah Without a Window* by Asma Nadia which will examine the educational values contained in the novel. The subject of this research is the novel *Rumah Without Windows* by Asma Nadia. This novel was published by Republika in Jakarta with a thickness of 214 pages. This novel tells the story of the efforts of a little girl named Rara who lives in a slum village to achieve her simple but very meaningful dream, namely the dream of having a window in her house. Meanwhile, the object of this research is the educational values in the Novel *Rumah Without Windows* by Asma Nadia and their relation to literature teaching in high school. This research focuses on the educational values contained in the novel *Rumah Without a Window* by Asma Nadia and its relation to learning the novel text in high school.

The data collection method in this research used the reading and note-taking method. The note-reading method is used to collect data by carefully reading the contents of the Novel *Rumah Without a Window* by Asma Nadia to sort and find the data needed in the research, marking the parts that are assumed to contain educational values, then interpreting them. And describe all the data obtained, then record the results of the description regarding the educational values studied to obtain accurate data.

The instrument used in this research was a data card. The data card is in the form of a quote card which functions as a supporting instrument for interpreting and exploring important things related to educational values in the novel *Rumah Without a Window* by Asma Nadia. The data card records data from the novel's quotations that show educational values.

The data analysis technique is carried out through the following steps; (a) Data collection, namely collecting data in the form of educational values contained in the Novel *Rumah Without a Window* by Asma Nadia; (b) Coding, namely recording data that includes educational values. (c) Selection/reduction, namely sorting important data to make it easier for researchers to carry out classification; (d) Classification, namely grouping based on various educational values; (e) Meaning, namely the data is given meaning to reach a conclusion.

III. Results and Discussion

3.1 Data on Intrinsic Elements in the Novel *Rumah Without Windows* by Asma Nadia

Intrinsic elements are the elements that make up the literary work itself. These elements are what cause the literary work to appear as a literary work, the elements that one will factually encounter if one reads a literary work. The intrinsic elements of a novel are elements that (directly) participate in building the story. The combination of various intrinsic elements is what makes a novel tangible. Or, conversely, if we look at it from our reader's point of view, these (story) elements are what we will encounter if we read a novel. The elements in question, to name just a few, for example, events, stories, plots, characterizations, themes, settings, storytelling points of view, language or language style, etc. (Nurgiantoro, 2007: 23). The results of research on the intrinsic elements in the novel *Rumah Without a Window* by Asma Nadia, namely plot, characterization, theme, setting, storytelling point of view, language or style.

The intrinsic elements contained in the novel *Rumah WITHOUT Window* by Asma Nadia consist of characters, theme, setting, point of view, plot, and language style. There are 23 characters in the novel. The theme of the novel is the strength of determination of a little

girl to realize her 37 dreams. The settings in the novel are 1) setting: Chinese cemetery in Menteng Pulo, historic school building (Obama school), in Jakarta, in a rubbish area, at a drop-in school, Rara's house, at a hospital, cafe, public bathroom, house Aldo, Rara's house, Alia's house, Padang restaurant, in a section on the outskirts of Jakarta, 2) time setting: daytime, evening, dusk, evening, early morning, and 3) atmosphere setting: emotion, sadness, fun, disappointed, tense, happy. The point of view used in the novel is the point of view of the third person "he" Mahatau. The plot in the novel is a mixed plot. The language styles found in the novel are personification and hyperbole.

3.2 Data on educational values in the novel Rumah Without Windows by Asma Nadia

Data on Educational Values in the Novel Rumah Without a Window by Asma Nadia. Educational value is the good content contained in a work as a view, belief, knowledge and idea so that the work becomes rational, moral and useful as enlightenment and enlightenment for the mind. The growth of young humans to develop their potential, abilities, and capacities is part of humanizing humans so that they have the strength needed by themselves, society, nation, and state. Educational values according to Purwanto (2014: 151) are divided based on aspects of education, namely a) physical education and b) spiritual education. Spiritual education consists of 1) skills education, 2) divine education, 3) morality education, 4) beauty education, and 5) social education. The number of educational values in the novel Rumah Without a Window by Asma Nadia is 4 physical education values, 4 skills education values, 32 divinity education values, 17 moral education values, 6 social education values, and 5 beauty education values.

3.3 Analysis of Intrinsic Elements in the Novel Rumah Without Windows by Asma Nadia

a. Figure

In the novel Rumah Without a Window by Asma Nadia there are 23 characters consisting of the main character and additional characters. The main character in this novel is Rara, a little girl who dreams of having a window. Of the 23 characters, the characters who determine the development of the plot are Rara, Aldo, Mother, Father, Simbok, Grandmother, Mrs. Alia, Mama Aldo, Father Aldo, Sis Andhini, Sis Adam. Therefore, the author will only describe these 11 characters and the rest of the characters will only describe their characteristics. The character forms of the 11 characters will be described below. Rara is the main character, namely an 8 year old little girl who is steadfast, imaginative, religious, ambitious, dreamer and kind. Rara's steadfast nature can be seen in the following quote. He had to be strong, it was useless to cry. He must be strong. Better pray. Mother used to often repeat this advice to him. (A.1/TKH/4)

Rara doesn't remember the first time this happened. When the real world blurs, then another world takes over, and starts to move around on its own. It was like a living painting had appeared out of nowhere and invited him in to take part. Usually, without hesitation the girl would jump into it. (A.2/TKH/7)

Lara didn't respond. Just glanced briefly at the source of the sound before slowly sitting down on the chair. Maybe he's a dreamer after all. But Father and Mother, also Simbok, and Bude Asih, no one forbids dreaming. (A.3/TKH/8)

Rara took ablution in the bathroom in the HCU where Simbok was being treated. Prepare to perform the Maghrib prayer. (A.4/TKH/150)

This quote illustrates that the character Rara is steadfast, religious, ambitious, dreamer and kind. Stoicism is seen because he doesn't want to cry because of his problems, he wants to be strong because calling is futile. The dreamer can be seen in the following quote that he was supported by his family to have dreams, one of his dreams was to have windows in his house. The next character is Aldo. Aldo is a character who is sometimes indifferent, warm-hearted, thin, rich family, pure white skin, wavy hair, sharp nose,

b. Theme

The intrinsic element contained in the novel *Rumah Without a Window* by Asma Nadia is the theme. The theme in the novel is found in the novel *Rumah Without a Window* by Asma Nadia. This theme can be seen in the synopsis on the attached page.

c. Background (Setting)

Next is the intrinsic element in the form of background (setting). The setting consists of three types, namely the setting of the place, setting of time, and setting of atmosphere. The settings in the novel *Rumah Without a Window* by Asma Nadia are in the Chinese cemetery in Menteng Pulo, the historic school building (Obama school), in Jakarta, in a rubbish area, at a drop-in school, Rara's house, in a hospital, cafe, public bathroom, Aldo's house, Rara's house, Alia's house, Padang restaurant, in a section on the outskirts of Jakarta. The setting of this place can be seen in the following quote.

The Chinese cemetery in Menteng Pulo where they live is almost neglected. The atmosphere is dark at night. (A.49/LTR/10)

The afternoon began when Rara and her friends walked past the historic school building. "This was Obama's school, the former American President, you know!" said Rafi before looking at the others (A.50/LTR/16).

d. Viewpoint

The next intrinsic element is point of view. The point of view used is the third person point of view "he" or "she" because the narrator is someone outside the story who presents the story characters by calling their names or pronouns; he, she, they, the names of the story characters, especially the main ones, are often and continuously mentioned, and pronouns are used as variations and the author, narrator, can freely tell everything related to the character "he", so it is omnipotent .

e. Language style

The last intrinsic element is language style. The language styles used in this novel are personification and hyperbole. According to the offline KBBI, personification is the parable (symbolization) of an inanimate object as a person or human being, such as the form of nature and the moon as a witness to an oath of allegiance, while hyperbole is an exaggerated (exaggerated) figurative utterance (exaggeration), intended to achieve a certain effect.

3.4 Analysis of Educational Values in Asma Nadia's Novel House Without Windows

The forms of educational values in the novel *Rumah Tanpa Jendela* by Asma Nadia are as follows.

a. Value of Physical Education

Physical education is one of the main tools for spiritual education. The physical education mentioned here is not a physical exercise subject, but an education that is closely related to the growth and physical health of children. The value of physical education aims to

take care of and maintain body health, shape children's character, foster a sense of sociality, and foster the development of mental functions. The value of physical education is seen in the following quote.

Even though he hates smokers. Really, it's hard to imagine that his children and he will live in the same house with someone who spreads poison in the air. Alia's friends memorized her habit of daring to reprimand those who smoke around her. Indonesians deserve to have healthy lungs! The ball. After all, the government has provided a special place for smoking which is usually much more luxurious than the mushala whose conditions are often inadequate. (B.15/JAS/29).

The quote illustrates that smoking is not good for the health of the human body, especially the lungs. In addition to being dangerous for smokers, smoking is also dangerous for other people around them who inhale the smoke because it is full of toxins. Therefore, smoke in special places for smokers so as not to harm others, but it is even better if you do not smoke so as not to harm yourself or others.

b. The Value of Skill Education

According to Purwanto (2014: 153), skill education or intellectual education is education that develops thinking power (intelligence) and increases children's knowledge. School is a body that is primarily a place to organize academic education. Because, at school, children receive a variety of knowledge that is given and taught to them by teachers daily. So, the value of skill education is the value of education related to a person's knowledge. The purpose of the value of skill education is to develop a person's insight, knowledge and thinking ability, especially students who get skill education at school because that is where students get skill education from their teachers. The value of skill education can be seen in the following quote.

In fact, my mother taught me to start a dream journey. "That dream can come true, Ra." Mother can always present a twinkle in Rara's eyes (B.2/CKP/8).

The quote illustrates that dreaming well requires good thinking skills, without good thinking skills, it is possible that a person will not have high dreams. Therefore, dreaming is part of a person's skills.

c. The Value of Divine Education

The value of religious education in public schools is to educate children to become people who fear the Almighty God, which means obeying and obeying His commands and avoiding His prohibitions as taught in the Holy Scriptures that are embraced by their respective religions (Data code.). The value of divine education is seen in the following quote.

He should be strong, free to cry. He has to be strong. Better to pray. Mother often repeated this advice to him. "Pray, Ra... study. Ask God". "Does God always answer prayers?" He remembers the woman who gave birth to him smiling when she heard that question. "God hears prayers, Ra. God never wastes the prayers of those who ask." (B.1/THN/4)

The quote describes her mother's advice for Rara to pray and ask only from God. A strong sense of divinity can be seen when her mother assures Rara that God always listens to the prayers of every servant, so that a divine soul grows within Rara.

d. The Value of Moral Education

Purwanto (2014: 159) states that moral education is educating children to be people with good personality and character. The necessary purpose of moral education is to lead children faithfully, do all that is good, and leave the bad at their own will in all things and at all times. The value of moral education is seen in the following quote.

What he knows is that, even though Father and Mother are always seen doing something, they love him enough. There are no groups of violent events recorded in the memory. Father and mother never hit (B.4/SUS/13).

The quote describes Rara's parents who are of good character, which is evident in the sentence that under any circumstances they never do violence, especially physical violence to Rara.

e. The educational value of beauty

The main purpose of beauty education, according to Purwanto (2014: 168), is to educate children so that they can feel and love everything that is beautiful and always want to act and act according to the norms of beauty. The aim of beauty education is to teach children about things that are said to be beautiful and to feel and love everything that is said to be beautiful, thereby encouraging them to act according to the norms of beauty. The educational value of beauty can be seen in the following quote.

It wasn't the size of the house or the size of the yard behind the low fence that fascinated Rara, but the rows of beautiful pots placed in front of the house's large windows. Rara had never seen a window so beautiful. (B.7/I/17)

This quote illustrates that something that is well arranged and appropriate to its place will look beautiful and beautiful. So, don't be lazy about organizing and tidying up the things in your house so that they look pretty and beautiful, and take care of them so they don't get dirty. Many cases of vandalism that occur in public facilities are the result of the actions of irresponsible people who misuse paint to dirty public facilities.

f. The Value of Community (Social) Education

The aims of this education are (a) to teach children who only have rights, to become human beings who know and realize their duties towards various groups in society, (b) to accustom children to obey and fulfill their obligations as members of society. And fulfill their duties as members of society and as citizens. The value of social education can be seen in the following quote.

"Abah and Ummi want Alia to get married." That sentence was like lightning in the daytime, a phrase that, although cliché, was quite disturbing to Alia's feelings at that time. (B.12/SOS/24)

This quote illustrates that there is something that is obligatory for certain groups of society, namely marriage. In this quote, Alia was told to get married by her father and ummi. In social life, when he is ready physically and mentally, the next step is to get married.

IV. Conclusion

Based on the results of the research conducted, the intrinsic elements in the novel Rumah WITHOUT Window by Asma Nadia are the characters, theme, setting, point of view, plot and language style. There are 22 characters in this novel with the main character named Rara. The theme of this novel is the strength of determination of a little girl to realize her dreams. The setting in this novel is divided into three, namely setting of place, setting of time, and setting of atmosphere. The point of view used in this novel is the point of view of the third person "he" Mahatau. The plot uses a mixed plot and the language styles contained in it are personification and hyperbole.

There are 76 educational values contained in this novel. The most dominant educational value is the value of divinity education with a total of 32 data. Other values, namely the value of physical education totaling 4 data, the value of skills education totaling 4 data, the value of moral education totaling 17 data, the value of beauty totaling 5 data, and the value of social education totaling 6 data.

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