

Values of Progressive Education in the Novel entitled “*Anak-Anak Cahaya*” by Ramaditya Adikara

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Abstract

Purpose: The purpose of this study is twofold: firstly, to analyze the educational values present in the novel "Anak-Anak Cahaya" (Children of Light) and secondly, to specifically examine the progressive educational values embedded within the narrative.

Methodology: The research method used is a qualitative descriptive approach. The data collection technique of this research is note-taking technique. The data source for this research is the novel *Anak-Anak Cahaya* by Ramaditya Adikara. The research data is the intrinsic elements and educational values contained in the novel. The technique of testing the validity of the research data is carried out by testing the credibility. The data analysis technique of this research is descriptive qualitative.

Results: The results of this study are the general educational values contained in the novel *Anak-Anak Cahaya*, namely religious, honest, hard work, independent, friendly, social care, curiosity, love peace, and like to read. The novel *Anak Anak Cahaya* has educational values that are obtained based on the experiences of the characters. The values of progressive education in the novel *Anak-Anak Cahaya* are mutual help have faith in Allah, mutual cooperation, and never give up.

Applications/Originality/Value: Educational values contained in the novel *Anak-Anak Cahaya*, namely religious, honest, hard work, independent, friendly, social care, curiosity, love peace, and like to read. The novel *Anak Anak Cahaya* has educational values that are obtained based on the experiences of the characters. The values of progressive education in the novel *Anak-Anak Cahaya* are mutual help, have faith in Allah, mutual cooperation, and never give up.

Keywords : novel, values, education, Anak-Anak Cahaya

Introduction Section

Language is used by humans to communicate with other humans in everyday life. The main function of language is media to communicate and media to identify themselves. Language is used as a medium for the author to convey his feelings in the form of literary writing. Literature is a record of the author's day packaged using beautiful and coherent language for readers to enjoy.

Arifin (2019) states that literature is a work created from the imagination of the author and born from the thoughts and ideas of writers. Lintang and Nur (2021) state that literary works are the result of the author's creativity based on true stories that occur in everyday life. Afroka (2020) states that literary works are the author's expression of human life in society. Novels are included in literary works that are enjoyed by readers.

The novel "Anak-Anak Cahaya" originates from the Italian language, namely "novella." A novel is a form of writing characterized by its cohesive narrative structure, presenting a series of interconnected stories that depict the nature and personalities of its characters. According to Husnul and Siti (2020), literary works, including novels, serve as vessels for conveying messages imbued with aesthetic qualities. They are comprised of elements that are interrelated and often delve into the realm of fiction and imaginative storytelling.

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Turnip et al. (2021) further elucidate the essence of a novel as a literary genre that delves into human life through epic language. The primary aim of a novel is to immerse the reader into the narrative, enabling them to empathize with the characters and vicariously experience their emotions and experiences. In essence, novels serve as windows into the human condition, offering insights into the complexities of life and human relationships.

A novel has its building blocks. The building elements of the novel are intrinsic and extrinsic elements. Intrinsic elements are the main elements that make up a story. The intrinsic elements of the novel are the theme, point of view, character, plot, character, and setting. Nafisa, et.al., (2020) states that the intrinsic elements are the elements that build the story including plot, theme, setting, and message. Mokoginta, et.al., (2022). states that the novel has intrinsic elements including characterization, setting, theme, point of view, message, and plot.

The novel "Anak-Anak Cahaya" encompasses various intrinsic elements that contribute to its richness and appeal. These elements include the theme, point of view, plot, characters, setting, and message. Among these elements, the theme and characterizations stand out as particularly compelling. The theme chosen by the author is notably captivating, as it weaves together diverse elements to create a cohesive and engaging storyline accessible to readers from all backgrounds. This thematic richness adds depth and resonance to the narrative, making it relatable and thought-provoking.

One of the most intriguing aspects of the novel lies in its characterizations, especially that of the main character, Rama. Portrayed as a child with special needs, Rama's experiences and interactions with his friends are depicted in a manner that is both authentic and compelling. This portrayal adds layers of complexity to the character, making him relatable and endearing to readers. Overall, the thematic depth and nuanced characterizations in "Anak-Anak Cahaya" contribute to its overall appeal and effectiveness as a literary work, enriching the reader's experience and leaving a lasting impression.

Novels generally contain educational values conveyed through messages. The value of education is related to norms, religion, and family. Through the adventures of Rama's life, the author gives a message to readers by inserting educational values in every experience experienced by Rama. These educational values can be a good example to be taught to students so that they are implemented in everyday life both at school and in society.

The educational value in the novel can be an example of the implementation of progressive educational values. Progressive education is an educational concept that prioritizes experience as a valuable learning process. This education is pragmatic, that is, it relies on experience. The experience experienced by Rama and his friends in solving a problem and socializing in society illustrates the application of progressive educational values. The purpose of this study is to analyze educational values in general and to analyze progressive educational values contained in the novel *Anak-Anak Cahaya*.

Research that is relevant to this research is research conducted by Mamonto, et.al., (2021), Meliuna, et.al., (2022), Munanar, Q (2022), Fitriah and Sobari (2021), Huda, et.al., (2022), Aulia and Kartolo (2023), Kholifah (2021), Riska (2020), Nuryanti, et.al., (2020), Sabban, M. M. (2019), Siagian, et.al., (2021), Hafīati, et.al., (2022), and Sobari and Wuryani (2020) have analyzed the intrinsic elements in a novel. Other relevant research is that of Sanjaya, M.D. (2022), Azis, A. (2021), Septiana and Isnaniah (2020), Putri, et.al., (2021), Yulianto, et.al., (2021), Rahmayanti and Arifin (2020), Mirna, W. (2020), Pentor, et.al., (2021), and Sobari, et.al., (2022) who have analyzed educational values in a novel.

The similarity of this research with previous studies is that they both examine educational values in novels. The difference is that this study analyzes educational values in the novel *Anak-Anak Cahaya*, while this study analyzes other novels. The specialty of the research on the novel *Anak-Anak Cahaya* is that no previous research has been found on the novel. This makes researchers have a challenge to examine the novel *Anak-Anak Cahaya* in detail to be used as a reference for subsequent research.

Research Methods

The research method used is a qualitative descriptive approach. Ramdhan (2021) states that a qualitative descriptive research method is a research method that aims to describe research results by explaining these results descriptively. Researchers will describe the results of the analysis in the form of descriptive explanations. The data collection technique of this research is note-taking technique. The researcher read and listened carefully to the novel *Anak-Anak Cahaya* by Ramaditya Adikara. The researcher recorded the parts of the story that show moral values that can be imitated in everyday life. Parts of the story are then collected and analyzed.

The data source for this research is the novel *Anak-Anak Cahaya* by Ramaditya Adikara. The data for this research are the intrinsic elements and educational values, especially progressive education, contained in the novel. The research results that have been obtained will be processed into conclusions. The technique of testing the validity of the research data is carried out by testing the credibility. The data analysis technique of this research is descriptive qualitative. Sugiyono (2018) states that qualitative data analysis techniques are data analysis techniques by developing data into hypotheses to be concluded as research results. Researchers analyzed the data obtained by describing the intrinsic elements and educational values obtained from the novel *Anak-Anak Cahaya*.

Results and Discussion

Analysis Results

Educational Values in the Novel Anak-Anak Cahaya

This study analyzes and describes the educational values contained in the novel *Anak-Anak Cahaya* which can be used as examples to be implemented in everyday life. The educational values contained in the novel have a relationship with the formation of the reader's character. The Ministry of National Education stated that there are 18 educational values including honesty, responsibility, religious, social care, communicative, like for the motherland, national spirit, like for peace, care for the environment, like to read, tolerance, democracy, discipline, creative, independent, work hard, reward achievement and curiosity. The following are the educational values contained in the novel *Anak-Anak Cahaya*.

Religious

- (1) "Okay, you don't have to worry anymore, OK? Trust Allah to take care of Rama. After all, there is Anggo. You see, how come he and his brother, Anggo, can definitely take care of his brother." (AAC, 2022: 33)
Terjemahan : " Sudah, Ibu enggak usah khawatir lagi, ya. Percayakan pada Allah untuk menjaga Rama. Lagipula kan ada Anggo. Bapak lihat dia saying kok sama kakaknya Anggo pasti bisa menjaga kakaknya. " (AAC, 2022: 33)

Based on the provided data (1), it is evident that religious education plays a significant role in instilling a belief in God Almighty among individuals. The passage highlights a situation where the father calms the mother down and advises her to have faith in God, thus emphasizing the importance of belief in a higher power. This belief is portrayed as a source of comfort and strength, particularly during challenging or uncertain times. Additionally, the passage suggests that individuals with religious beliefs or affiliations should place their trust in God Almighty. Overall, the data underscores the value of religious education in fostering faith and providing guidance in navigating life's difficulties through belief in God.

- (2) "The Prophet replied, did you hear the sound of the call to prayer at the mosque or not? Listen O Messenger of Allah, said Ummi Maktum. So if you hear that, it means you still have to go to the mosque!" (AAC, 2022: 67)
Terjemahan : "Nabi jawab, ente denger suara azan ame pengajian di masjid kagak? Denger Ya Rasulullah, kate Ummi Maktum. Nah kalo denger, artinya ente tetep wajib pergi ke masjid!" (AAC, 2022: 67)

Quote (2) shows the value of religious education which teaches that Muslims are obliged to go to the mosque to pray in congregation. Ustad explained that Muslims must *obey in worship*. Ustad also explained that praying in *congregation at the mosque is obligatory*. Ustad also explained that even though they have limitations, Muslims must still pray in congregation at the mosque when they hear the call to prayer. This explanation can provide an explanation for the reader about the law of congregational prayer. This can also motivate readers to pray in congregation at the mosque.

Honest

- (3) A few moments later, Agam, who had been silent, finally spoke, "We defenders of truth cannot run away. Later, let me tell the truth to Pak Hudiman." (AAC, 2022: 84)
Terjemahan : Beberapa saat kemudian, Agam yang dari tadi diam akhirnya bicara, " Kita pembela kebenaran enggak boleh lari. Nanti biar aku yang ngomong sejujurnya sama Pak Hudiman". (AAC, 2022: 84)

Data (3) states that Agam advised his friends that they should not run. Agam also *said that he would be honest with Pak Hudiman*. What Agam did was an example of someone who *was honest*. Humans must be responsible and dare to be honest about what they have done.

- (4) Tika never said that if Mrs. Dilah was an honest teacher, she would definitely write answers according to what I mentioned. (AAC, 2022: 144)
Terjemahan : Tika pernah bilang kalau Bu Dilah adalah guru yang jujur, ia tentu akan menulis jawaban sesuai apa yang aku sebutkan. (AAC, 2022: 144)

The data above states that Mrs. Dilah is an honest teacher. Mrs. Dilah is able to set a good example for her students. Mrs. Dilah exemplifies her honest attitude through the writing she wrote in accordance with what was mentioned by Rama. It can also be an example for readers *to be honest* and do things according to the reality that is experienced.

Hard Work

- (5) Good school. Show that even the blind can excel. Don't worry about your lack of space, because there are friends who will help with their strengths. Therefore, you must have advantages because you will use those advantages to fill other people's deficiencies. (AAC, 2022: 117)

Data (5) contains is Father's advice to Rama. Father advised Rama to be excited to be a child who excels even though he has shortcomings. Father explained that his friends would help Rama with their strengths. Therefore, Rama also had to show his strengths to fill each other's weaknesses. The data above teaches humans to work hard and shows others that humans are capable even though they have shortcomings.

Independent

- (6) When we were toddlers, Anggo and I were still surrounded. But after the age of five, we went to sleep separately. It's not that you don't love us, do you! Father said it was so that we can become brave men who are not crybabies and depend on our parents. (AAC, 2022: 31)

Quote (6) is Rama's explanation when he said that when he was still a toddler. As a toddler, he and his younger sibling were still surrounded or accompanied while sleeping. However, when they are adults, father and mother teach them to sleep alone. This is done by fathers and mothers so that they *become brave and independent children*. The story of Rama's experience and his parents' upbringing can be used as an example for humans to have an independent nature and not depend on other people.

Friendly

- (7) "Google V likes to make friends with anyone, as long as they are good kids and diligent in their prayers," said Agam while shaking hands with me. (AAC, 2022: 22)
Terjemahan : "Google V suka berteman dengan siapa saja, asalkan anak baik dan rajin beribadah," ujar Agam sambil menyalami aku. (AAC, 2022: 22)

The data above is an expression from Agam. Agam revealed that he *is friends with anyone*. He does not discriminate against other people. He befriends good children and is diligent in worship. Agam's expressions and actions can be an example for us to be friends without seeing any shortcomings. Religion also teaches humans to be friends with good people and be diligent in worshipping and emulating friends in terms of goodness.

Social Care

- (8) "Astaghfirullah, I forgot you were injured," Tika exclaimed, as if she was patting her own forehead. "Biiiiiik! Please get some cotton, red medicine and plaster, hurry up!" Tika exclaimed, her voice right towards my ear. (AAC, 2022:15)
Terjemahan : "Astaghfirullah, aku lupa kamu luka," seru Tika, sepertinya ia menepuk keeningnya sendiri. "Biiiiiik! Tolong ambil kapas, obat merah sama plester, cepetan yaaa!" seru Tika, suaranya tepat mengarah ke telingaku. (AAC, 2022: 15)

The data above shows that Tika is worried about Rama getting hurt. Tika asks her aunt to get cotton, red medicine, and plaster to treat Rama's wound. What Tika did showed *caring behavior towards others*. This can be implemented by readers to care about other humans.

- (9) The father said that men must protect women. I'm not a teenager or an adult, so I don't really understand this. "Yeah, if you have a girl friend and she's being bullied by bad boys, being chased by dogs, or needs help, you have to help her." That's what my father said. (AAC, 2022: 41)
Terjemahan : Kata bapak, laki-laki harus melindungi perempuan. Aku memang belum remaja atau dewasa, jadi belum begitu paham soal ini. "Ya kalau kamu punya teman perempuan dan dia diganggu anak nakal, dikejar anjing, atau butuh pertolongan, kamu harus menolongnya." Begitu pesan bapak. (AAC, 2022: 41)

The data above illustrates that the father gave advice to Rama to protect women. Father taught Rama to care about others, especially women. Rama implemented what the father suggested by protecting his friend, Tika. What Rama does can be a good example for readers, namely *caring for fellow human beings* as social beings who need each other.

Curiosity

- (10) "Sir sir! You haven't answered Tika's question yet! Tika asked earlier, are blind people like Rama or Ummi Maktum obligated to go to the mosque?"
"Smart kid, if you want to know, it's hard to stop. " (AAC, 2022: 67)
Terjemahan : "Pak Pak! Bapak belum jawab pertanyaan Tika, nih! Tadi Tika tanya, apa orang buta kayak Rama atau Ummi Maktum itu wajib ke masjid?"

“Anak pinter kalo udeh kepingin tau susah disetopnye.” (AAC, 2022: 67)

Quote (10) shows a conversation between Tika and the ustad. Tika is very curious about whether it is obligatory for blind people to pray at the mosque. The ustad said that even though Rama and Ummi Maktum were blind, they were still required to pray at the mosque when they heard the call to prayer. This was also conveyed by the Prophet Muhammad. What Tika does shows great curiosity in gaining knowledge or information. Tika's attitude that readers can exemplify is that she is curious about knowledge. If humans want to know about religion or knowledge, humans will get new information that adds insight.

Love Peace

- (11) Somehow with Agam and others. But since that incident I have tried to understand and have started to forgive Tintus. (AAC,2022: 268)
Terjemahan : Entah bagaimana dengan Agam dan yang lain. Tapi sejak kejadian itu aku berusaha memaklumi dan mulai memaafkan Tintus. (AAC,2022: 268)

Data (11) is an expression of Rama's heart. He explained that he would understand and forgive Tintus. Tintus is a naughty boy. Tintus often makes fun of Rama. However, Rama does not want to hate Tintus and prefers to forgive and forgive him. The attitude shown by Rama illustrates that Rama is a peace-loving child. Rama's attitude can be used as a good example so that humans do not retaliate against other people's bad actions. Rama also taught humans to forgive and make peace with that person.

Like to Read

- (12) I am a little sad because I cannot read and write. So, when Mrs. Dilah wrote on the board and asked the children to take notes, I said nothing. (AAC, 2022: 134)
Terjemahan : Aku agak sedikit sedih karena tidak bisa membaca dan menulis. Jadi, waktu bu Dilah menulis di papan dan meminta anak-anak untuk mencatat, aku diam saja. (AAC, 2022: 134)

The data above is an expression of Rama's feelings, who felt sad because he could not read and write because of his deficiency. Rama's feelings implicitly teach humans to use the abilities they have as well as possible. People must like reading and writing to broaden their knowledge as students.

The Value of Progressive Education in the Anak-Anak Cahaya

Progressive education is experience-based education that is obtained from the community environment. Progressive education according to John, D. is an educational concept that prioritizes experience as a valuable learning process. Students learn from the problems they face. Students will learn how to solve the problem. The novel *Anak Anak Cahaya* has educational values that are obtained based on the experiences of the characters. The following is the value of progressive education contained in the novel *Anak-Anak Cahaya*.

Mutual Help

- (1) Anggo is harassed by Tintus. Tintus snatches Anggo's bicycle. Tika comes to help her but Tintus taunts Tika instead. Tika and Tintus argue. Google V is united to help them. Tintus gave in because Google V was more in number. (AAC, 2022 : 19-21)
Terjemahan : Anggo diganggu oleh Tintus. Tintus merebut sepeda Anggo. Tika datang untuk menolongnya namun Tintus malah meledek Tika. Tika dan Tintus berdebat. Google V bersatu menolong mereka. Tintus mengalah karena Google V lebih banyak jumlahnya. (AAC, 2022 : 19-21)

From this incident, the problem comes from Tintus who annoys Anggo. The problem widens when Tika tries to save Anggo but is taunted by Tintus. Problems can be solved when Google V unites and comes to save Anggo, Rama and Tika.

- (2) Ribbon is disturbed by Tintus. Rama hears Pita's screams. He has a way to save Pita by throwing the cake in his hand at Tintus. Tintus, who was hit by the cake, was angry and left Pita and Rama. (AAC, 2022 : 42-43)
Terjemahan : Pita diganggu oleh Tintus. Rama mendengar teriakan Pita. Ia memiliki cara untuk menyelamatkan Pita dengan melemparkan kue di tangannya ke arah Tintus. Tintus yang terkena kue tersebut marah dan meninggalkan Pita dan Rama. (AAC, 2022 : 42-43)

From this incident, trouble occurs when Tintus interferes with Pita. The problem can be solved by Rama by throwing the cake in his hand at Tintus. Tintus left the two of them.

Have Faith in Allah

- (3) Mother was worried about Rama's condition. Mother cried about it. Father advised mother to believe in God. Allah swt will always protect Rama wherever and whenever he is. Mother also felt a little calm after being advised by father. (AAC, 2022 : 32-33)

Terjemahan : Ibu merasa khawatir dengan keadaan Rama. Ibu menangisi hal tersebut. Bapak menasihati ibu agar percaya kepada Allah. Allah swt akan selalu melindungi Rama dimanapun dan kapanpun ia berada. Ibu pun merasa sedikit tenang setelah dinasehati oleh bapak. (AAC, 2022 : 32-33)

From this incident, the problem came from the mother's concern about Rama's condition. This worry made the mother cry. The problem was solved by the father advising the mother to believe in Allah swt. Allah swt will always protect Rama wherever and whenever he is. Mother felt calm after hearing father's advice.

Mutual Cooperation

- (4) Tintus sank into the river and was carried away by the current. Agam and the others try to save him. They worked together to save Tintus. Finally Tintus can be saved. (AAC, 2022 : 262-264)

Terjemahan : Tintus tenggelam ke dalam sungai dan terbawa arus. Agam dan yang lainnya berusaha menyelamatkannya. Mereka saling bergotong royong untuk menyelamatkan Tintus. Akhirnya Tintus dapat diselamatkan. (AAC, 2022 : 262-264)

The illustration shows that Agam and the others got into trouble when Tintus drowned and was carried away by the current. To save Tintus they worked together by working together according to plan. Finally Tintus was saved.

Never Give Up

- (5) Suyud experienced many failures that made him sad. But he still never gave up and kept trying to fix his failures. Because by doing that one day he can make his dream come true. (AAC, 2022 : 201-202)

Terjemahan : Suyud mengalami banyak kegagalan yang membuatnya sedih. Namun dia tetap pantang menyerah dan terus mencoba memperbaiki kegagalannya. Karena dengan melakukan hal itu suatu saat dia bisa mewujudkan impiannya. (AAC, 2022 : 201-202)

From this illustration, the problem experienced by Suyud was that some of the experiments he made failed. However, the form of solving this problem is that Suyud continues to try and never give up on realizing his dream.

Discussion

The research that has been conducted by several researchers follows. Mamonto, et.al., (2021), Meliuna, et.al., (2022), Munanar, Q (2022), Fitriah and Sobari (2021), Huda, et.al., (2022), Aulia and Kartolo (2023), Kholifah (2021), Riska (2020), Nuryanti, et.al., (2020), Sabban, M. M. (2019), Siagian, et.al., (2021), Hafianti, et.al., (2022), and Sobari and Wuryani (2020) have analyzed the intrinsic elements in a novel. Other relevant research is that of Sanjaya, M.D. (2022), Azis, A. (2021), Septiana and Isnaniah (2020), Putri, et.al., (2021), Yulianto, et.al., (2021), Rahmayanti and Arifin (2020), Mirna, W. (2020), Pentor, et.al., (2021), and Sobari, et.al., (2022) who have analyzed educational values in a novel.

This research shares similarities with previous studies in its examination of educational values within novels. However, the key difference lies in the focus of analysis, as this study specifically explores the educational values present in the novel "Anak-Anak Cahaya", whereas previous studies may have examined different novels or literary works. What sets this research apart is its specialization on the novel "Anak-Anak Cahaya", which appears to be previously unexplored in academic literature. This presents a unique opportunity and challenge for researchers to delve into the intricacies of the novel, conducting a detailed analysis to uncover its educational values. By undertaking this endeavor, the research not only contributes to a deeper understanding of the novel itself but also provides valuable insights that can serve as a reference for future studies in the field of literary analysis and education.

Conclusion

The novel "Anak-Anak Cahaya" encapsulates a myriad of educational values that serve as exemplary principles for implementation in everyday life. These values are derived from the experiences of the characters and are reflective of both traditional and progressive educational ideologies. Here are some of the educational values found in the novel:

1. Religious Faith: The characters demonstrate a strong belief in Allah, highlighting the importance of faith and spirituality in navigating life's challenges.

2. Honesty: Honesty is emphasized as a core value, promoting integrity and trustworthiness in interpersonal relationships and actions.
3. Hard Work: The characters exemplify the value of diligence and perseverance, underscoring the importance of hard work in achieving goals and success.
4. Independence: The novel encourages independence and self-reliance, empowering individuals to take initiative and responsibility for their actions and decisions.
5. Friendliness: The characters exhibit kindness and camaraderie, emphasizing the significance of fostering positive social connections and relationships.
6. Social Responsibility: The novel promotes social care and concern for others, advocating for empathy and compassion towards those in need.
7. Curiosity: Curiosity is celebrated as a virtue, encouraging intellectual exploration and a thirst for knowledge and understanding.
8. Love for Peace: The characters espouse a love for peace and harmony, advocating for conflict resolution and understanding in interpersonal and societal dynamics.
9. Reading: The novel highlights the importance of reading as a means of knowledge acquisition and personal growth, promoting a lifelong love for learning and literacy.

In addition to these traditional educational values, the novel also embodies principles of progressive education, such as:

1. Mutual Help: The characters engage in mutual cooperation and support, demonstrating the value of collective effort and collaboration in achieving common goals.
2. Perseverance: The characters exhibit resilience and determination, emphasizing the importance of persistence and resilience in overcoming obstacles and challenges.
3. Never Give Up: The novel instills a message of resilience and optimism, encouraging individuals to persevere and maintain hope even in the face of adversity.

Overall, the educational values portrayed in "Anak-Anak Cahaya" serve as inspirational examples for individuals to emulate in their daily lives, fostering personal growth, social responsibility, and a commitment to lifelong learning and development.

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