

Social Values and Character Education in the Novel *Rasa* by Tere Liye

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Abstract: This study aims to identify and analyze the character education values and social values embedded in Tere Liye's novel *Rasa*. A descriptive qualitative approach was employed using content analysis techniques, focusing on character portrayal, storyline development, and interactions among characters within the novel. The analysis revealed diverse social values, including caring, helping others, compassion, social responsibility, honesty, and cooperation. Dominant character education values identified encompassed religious attitudes, discipline, independence, hard work, appreciation of achievement, social concern, honesty, and responsibility. Through characters such as Linda, Bunda, Kak Adit, and Joan Bam Punjabam, the narrative demonstrates how individual character formation is profoundly shaped by social environment and life experiences. The research provides a comprehensive dual-analysis framework that simultaneously examines both character education values and broader social values within a single contemporary literary work, offering integrated insights into their interconnection. The novel can serve as a valuable pedagogical resource for educators seeking to cultivate moral awareness and character development in students through literary engagement. This study affirms literature's educational function beyond entertainment, contributing to the fields of literary pedagogy and character education by demonstrating how narrative fiction can effectively transmit cultural and moral values to readers.

Keywords: Novel *Rasa*, Social Value, Value of Character Education

A. Introduction

Every written work in the form of prose, be it a short story or a novel, always has characters that describe certain characters or traits. Characters in prose are a vital element that is decisive, because if the illustration about the character or his nature does not match the figure shown, it can interfere with the smooth running of the story. Therefore, the presentation of the traits or character of the characters must be in harmony with the circumstances that are often seen in daily life (Palmer, 2016; Iranmanesh, 2013; Amigoni, 2020).

A literary work in the form of prose should be able to show a character or actor with a logical character (Margolin, 1990; Lanser, 1981). That is, expressions and behaviors

and actions that reflect the character of the character usually occur in daily life, so this can be rationally accepted. Every action and desire of an actor must have an understandable reason. In other words, the action reflects the nature or character of the individual.

A novel is a type of literary work created by a writer that reflects his ideas, inspirations, aspirations, and personal perspectives, not just as a medium to convey a message (Lodge, 1990; Eile, & Halikowska-Smith, 1977; Hawthorn, 2022; Uzzell, 2025). In addition, novels contain moral and social values that can be used as learning for readers and society. Each novelist has his own characteristics, both in the rhyme, the plot of the story, and in the characterization of the characters. The creative process in literary writing is not universal, but it is very personal and contextual. One of the works that can be studied is the novel. A novel is a work of fiction that reveals a deep aspect of humanity and can describe an event that occurs. The values contained in the novel are not only in the form of social values but also in the form of educational values such as character, cultural, and religious education values (Fathurohman, et. al., 2023; Solihin, et. al., 2020). Meanwhile, according to Butterfield, (2025); and Caserio, (2015), a novel is a story or essay that has a long enough plot to fill one book that works on a life story of the characters in the novel into an imaginative story that makes readers think about what happens in the novel.

Value is a literature that is attached to a system that is secured by a certain object that is interconnected so as to give a meaningful meaning in human life it must be inseparable from a value that is inculcated through an effort of social values, where every human being helps each other, facing fellow humans, so that a social value is formed in human life (Gasparatos, 2010; Meyer-Lee, 2015). Education is the most important pillar in the progress of a nation and even becomes the most important role in the advancement of technology and the advancement of human life (Neamtu, 2015; Shavkidinova, et al., 2023; Souza, et. al., 2020). The state of a nation is certainly greatly influenced by how the condition of a nation is influenced by the condition of its society because basically what plays a role in running a nation is the people who occupy that nation. Character education is everything done by teachers that is able to influence the character of a student. Teachers help to hit the character or disposition of students. Some of the goals of character education are to form a nation that is resilient, competitive, noble, moral, tolerant, mutual cooperation, patriotic spirit, dynamic development, science and technology oriented.

Education is not just a transfer of knowledge but a tool for the formation of personality starting from a person's mindset, psychology and a pattern of behavior (Yeager, & Dweck, 2012; Bereiter, 2005). Therefore, there is an awareness of the need to redevelop character education in a school. Literature appreciation learning can be used as a reference or goal in instilling the value of moral and the value of an education. Moral values such as honesty, sacrifice, social concern, love for the homeland, politeness, and are often found in a literary work.

There are several main values of character education contained in a literary work, novel, and concept book for strengthening character education published by the Ministry of Education that can be used in the formation of the character of students at school, the values of educational values that can be applied are as follows: 1) Religious; 2) Nationalist; 3) Independent; and 4) Gotong Royong (Argadinata, et. al., 2022). Stating value is a conception that exists in individuals and groups that can distinguish between one group and another (Baier, 2014). Value is a trait that has meaning in the social order of human life that provides the principles of appreciation for every positive action that is abstract and ideal. Furthermore (Baier, 2014) value is a reciprocal concept of social appreciation that is inherent in the dignity of human identity that must be treated with respect and compassion. Furthermore (Cottingham, 2005) value is an important moral, social, and philosophical aspect that contains the structure of human characters that can be used to overcome complex and multidimensional problems (Pop, 2014). In a literary work of novels, there are also various elements of value elements, especially those studied in this study in the Novel *Rasa* by Tere Liye, namely about the value of Character Education.

Strengthening character education can be inserted through literary works that have various moral messages reflected through dialogues between characters and situations imagined by the author in his work (Leming, 2000; Bohlin, 2005). Furthermore, according to (Lickona, 2013), it is explained that the value of character education is a value that plays a very important role in improving a moral and an attitude in a person. Furthermore (Hasanah, et al., 2020; Cholifah, 2024), character education is an educational concept that shapes the character, ethics, empathy, emotional patterns and personality of a human being in the scope of family, society and socialization at the state level.

Social values in people's lives are very necessary because they are closely related to attitudes and behaviors that are viewed in terms of badness or truth in social behavior. The novel also contains social values that are about a community's life, social values are also very valuable and of quality, even providing qualities that are very useful for life and mind as a basis for motivation to think. According to Kadakal, (2013) social values can be considered something that is valued by society to be used as material for a truth. Social values can be divided into several values, namely: the value of cooperation, the value of mutual cooperation, the value of harmony in life and many more. Rakhmanina, L. (2021) in her research entitled *Character Education Values in the Novel Hujan* by Tere Liye that a literary work in the form of a novel can play an important role in instilling noble values such as containing various social values, such as helping, empathy, caring, cooperation, and forgiveness. In addition, this novel also contains character education values, including responsibility, independence, discipline, hard work, creativity, democracy, and steadfastness. On the other hand, understanding the moral messages in the novel can encourage readers, especially students, to develop reflective attitudes, think critically, and strengthen character in personal life.

Previous research has also shown that novels are often an effective medium in conveying social criticism in a subtle but profound way. Singer, (2011), in his study of contemporary Indonesian novels, reveals that many novels contain social issues such as class inequality, gender relations, and the marginalization of certain groups, which are shown through character development and social conflicts in the narrative. This shows that the novel is not only a space for imaginative expression, but also a potential form of social intervention. Research conducted by Jumâ, & Astuti, (2020) in her journal entitled Analysis of the novel "aroma karsa" by Dee Lestari through a mimetic approach concluded that a *socio-cultural* reflection, religious aspects and positive-motivative social values such as mutual help, persistence in learning, mutual respect, empathy, mutual respect to aspects of crime are conveyed explicitly and implicitly in the each work by the author. Pratama et al., (2024) in their research entitled Cultural value in the novel Assalamualaikum Beijing by Asma Nadia (Genetic Structural Studies showed that in the process of preparing a novel script there are intrinsic elements and extrinsic elements. Which can arouse the curiosity of readers where in the manuscript are written the names of certain places or destinations such as tourist attractions so that they can be recognized by local or international tourists.

In the research conducted by Sariban et al., (2020) with the title of social values in the novel of women with red patches by Intan Andaru that all moral values contained in the novel can be classified into three main functions in society, namely functions as directions and unifiers which explain ways of thinking and acting that can gather many people or groups who have the same ideas. Second, the Protective/Defense Function individually and as a group and the third as a motivator function to encourage the direction of life to be better.

The novel *Rasa* by Tere Liye depicts a social value which is shown in this novel by several story characters such as mutual respect, the value of affection, assertiveness and confidence, friendship, respect for others. And in the value of character education there are characters such as; discipline, hard work, tolerance, curiosity, independence and have a creative soul. The novel *Rasa* by Tere Liye received a very good response from readers and lovers of the novel, as evidenced by the survey of the readers of the novel.

We argue that novels as a form of literary work not only function as entertainment and a means of imaginative expression, but also have an important role as a medium of moral, social, and character formation education. Characters and characters in the novel are vital elements because through actions, dialogues, and interactions between characters, readers can understand the values of life that are rational and relevant to social reality. The presentation of characters that is logical and reflects daily life makes the novel easier to understand and accept emotionally and intellectually by its readers. Furthermore, the we view that the novel is a representation of the author's ideas, aspirations, and life views on various social

problems. Novels are able to present a picture of social realities such as empathy, cooperation, responsibility, care, and honesty, which not only describe people's lives, but also contribute to the formation of the reader's character. Thus, novels have a strong educational function because they contain character education values, such as religious, nationalist, independent, mutual cooperation, and integrity.

In addition, we argue that literary works, especially novels, can be used as an effective means in the process of character education in schools. Through literary appreciation activities, students not only understand the content and storyline, but are also able to emulate the moral and social values contained in it. Novels teach how humans behave and act in social life, as well as form social awareness and empathy. Therefore, we believe that the novel *Rasa* by Tere Liye is one of the relevant educational media because it not only presents interesting conflicts and storylines, but also contains social values and character education such as discipline, hard work, tolerance, responsibility, and creativity. These values are important to form the personality of the young generation who are moral, have noble character, and integrity.

Based on the background that has been applied above through the Novel *Rasa* By Tere Liye, we describe the value of social values and the value of character education and explain how social values and character education can be applied, then based on the description of some of the problems above, we chose the title "Social Values and Values of Character Education in the Novel *Rasa* by Tere Liye". Based on the background of the problem that has been explained, research problems can be formulated 1) What are the values of character education contained in the Novel *Rasa* By Tere Liye?; 2) What are the social values contained in the Novel *Rasa* By Tere Liye.

B. Methods

This research was conducted by analyzing the novel *Rasa* by Tere Liye. Therefore, this research is not bound by time and place because the source of the object is from the novel itself. In conducting research, sometimes a research method is used to facilitate the implementation of a research. According to (Rifa Abu Bakar M, 2021), research methodology is an effort to investigate and trace a problem by using scientific work methods carefully and carefully to collect, process, analyze data and draw conclusions systematically and objectively in order to solve a problem or test a hypothesis to obtain knowledge that is useful for human life. In this study, we used a qualitative descriptive research method, which is research conducted on independent variables without making a comparison or connecting with other comparisons, so the variables studied are independent. The purpose of this research is to accurately describe the characteristics of a particular individual, condition, symptom or group or to determine the frequency or spread of a symptom. The data collection technique in this study was carried out by directly and in-depth appreciation of the novel *Rasa* by Tere Liye. From the novel, we were assisted with a

note and stationery as well as documentation, for the small notes were obtained from the search for data in the novel *Rasa* by Tere Liye.

This research is qualitative descriptive, where this research uses content data analysis, while content analysis according to Vilar Lluch, (2022) is a technique that allows a person to describe and understand human behavior indirectly, by analyzing communication between a variety of languages used. Content analysis can be applied in various forms of documents, for example through school textbooks, mass media news, essays, novels, short stories, dramas, magazines, articles, instruction books, songs, campaign speeches, advertisements, images. Using this analysis technique, we can examine the content of the analysis of literary works in the novel being researched through messages, messages and values that are in accordance with the essence of literature. The purpose of this analysis is to aim for differentiation obtained by interpreting the analysis of content data in the novel *Rasa* by Tere Liye. This data analysis can be used to analyze the content of the novel *Rasa* by Tere Liye in terms of literature, namely there are social values such as affection, assertiveness, confidence, friendship, honesty, love, likeness, and respect for others or others, while the values of character education in the novel *Rasa* by Tere Liye are Religious, Tolerance, Discipline, Hard Work, Independence, creative, curious, fond of reading, not friendly.

C. Results and Discussion

Synopsis of the Novel “*Rasa*” by Tere Liye (Study of Social Values and Character Education Values)

The novel *Rasa* by Tere Liye presents the story of the life journey of a main character who experiences various emotional dynamics in friendship, family, and love relationships. The storyline is built with many inner conflicts, so that readers are invited to recognize and understand the various feelings that arise in daily life, such as anger, sadness, disappointment, longing, and happiness. In this novel, social values are shown through how the characters support, appreciate, and maintain relationships with each other. Sincere friendship and affection for others are the main background that strengthens the character of the characters. The characters show that life does not always go smoothly, but with loyal friends and family, every problem can be overcome. In addition, *Rasa* also instills character education values such as:

- 1) Religious, which is reflected through gratitude, prayer, and surrender to God when facing life’s trials.
- 2) Tolerance, through mutual respect for differences in character, background, and opinions.
- 3) Discipline and hard work are seen in the efforts of the figures to live their lives responsibly in order to achieve their dreams.

- 4) Independence, when the character tries to make his own decisions and is responsible for the consequences that come with it.
- 5) Creativity and curiosity, which drives them to keep learning from experiences, improving themselves, and trying new things.
- 6) A love of reading is reflected in passages that show that knowledge can be explored through the habit of reading, and this helps the character in understanding life.

Through the conflicts and inner struggles experienced by the characters, this novel teaches that every sense has meaning. *Anger* educates patience, frustration builds fortitude, sadness fosters empathy, and happiness teaches gratitude. Tere Liye illustrates that each feeling has its own place in the process of self-maturation. *Rasa* not only presents a life journey full of lessons, but also invites the reader to reflect on man's relationship with himself, with others, and with God. This novel gives a profound message that life will always be filled with various emotions, and the ability to understand and manage every feeling is what makes humans stronger, mature, and more characterful.

Social values and character education values are two interrelated aspects in the formation of human personality. Social values serve as a guideline in establishing relationships and interactions with others in society. Meanwhile, the value of character education functions to shape individual attitudes, morality, and morals so that they are able to behave according to applicable norms. These values are seen in the attitude of the main characters and supporting figures who describe harmonious social relationships, empathy, responsibility, hard work, and affection among others. The list of social values and character education values contained in the novel *Rasa* by Tere Liye can be seen in the following table:

Table 1. List of social values and character education values in the novel *Rasa* by Tere Liye:

No	Characters	Role	Behavior/Attitude Description	Social Value	The Value of Character Education
1	Linda	Mother's second child	Linda is described as a loving, patient, and empathetic figure towards others. He always listens without judging	Empathy, caring, tolerance	Compassion, patience, social responsibility.
2	Bunda	Linda's mother and Adit's mother	Mother became a family example with her steadfastness of faith and affection. He always advises his children to do good.	Family warmth, affection, responsibility	Example, religious, parental affection
3	Sister Adit	Linda's sister	Kak Adit is	Responsibility,	Discipline,

No	Characters	Role	Behavior/Attitude Description	Social Value	The Value of Character Education
			described as an adult figure who protects his younger brother and helps the family with full responsibility	family care	independence, responsibility
4	Joan Bam Punjabam	Linda's Friend and Bam Punjabam's Son	Joan has a loyal nature of a friend and does not hesitate to help Linda when she has difficulties.	Friendship, please help, solidarity	Loyalty, honesty, social responsibility
5	Bam Punjabam	Joan's Father	A wise adult who advises his child to respect others regardless of background	Tolerance, togetherness	Wisdom, integrity, mutual respect
6	Sari Putri	Transfer students from Bali High School	Sari is described as a sociable and adaptable figure, always respecting new friends	Manners, respect for others	Confidence, openness, responsibility
7	Daddy	Linda's parents, Putri, and Adit's sister	Dad was a firm but affectionate figure, always teaching the values of honesty and hard work	Family Love, Gotong Royong	Discipline, hard work, honesty
8	Om Bagoes	Mother's Cousin	Om Bagoes is known as a humorous but wise person, who likes to help his family and the surrounding environment	Please help, social solidarity	Generosity, humble care
9	DT	Linda's boss and world-class Photographer	DT has a professional character and a leadership spirit, appreciating the hard work of his team regardless of status	Cooperation, mutual respect	Integrity, work ethic, professionalism
10	Pak Haji	Linda's Neighbor	Religious figures who are role models for citizens. He educates children to recite with patience and love	Mutual cooperation, togetherness	Religious, Patient, Moral Responsibility
11	Kak Sophi	Adit's Girlfriend	A caring and loving figure, able to provide emotional	Empathy, compassion	Emotional honesty, love, loyalty

No	Characters	Role	Behavior/Attitude Description	Social Value	The Value of Character Education
12	Agus	Linda's schoolmate	support to adit A cheerful figure who always helps his friends in school activities	Friendship, Mutual Cooperation	Responsibility, cooperation, honesty
13	Mom Putri	Mother Princess	A wise mother, educates her child to be well-mannered, and respectful of others.	Tenderness, family affection	Role models, parental responsibilities
14	Miss Lei	High School Teacher 1	A teacher who is patient, firm, and teaches the values of discipline and honesty to his students	Social responsibility, discipline	Discipline, assertiveness, responsibility of education
15	Children	A Tribute to Mr. Haji	They are described as children who are enthusiastic, helping each other, and respecting teachers	Cooperation, respect for parents/teachers	Curiosity, courtesy, obedience
16	Ulfa	High School Students 1	An independent figure, active in school activities, and helping friends who have difficulty learning	Solidarity, care	Independence, hard work, social responsibility
17	Aurel	Linda's schoolmate	Aurel is described as a patient and loyal figure despite facing personal problems, still respecting the feelings of others.	Loyalty, empathy, respect for others	Honesty, patience, emotional responsibility

The results of the analysis of the novel *Rasa* by Tere Liye show that this literary work not only presents interesting fictional stories, but also is full of moral, social, and character education messages that are relevant to the reality of modern society. These values are depicted through actions, dialogues, and interactions between characters that symbolize social, emotional, and psychological dynamics of humans. Each character has a different character and role, but they complement each other in describing the form of humanity, morality, and character that can be used as an example.

The findings of this study show that the social value and the value of character education in the novel *Rasa* are interrelated and inseparable. Social values such as empathy, caring, helping, cooperation, respect for others, and solidarity are reflected through the interaction of Linda, Bunda, and Joan Bam Punjabam. These figures

show how social relationships are intertwined with a sense of responsibility, awareness of the feelings of others, and a commitment to maintaining harmony in society. These social values give rise to the message that humans are social creatures who interact not only physically, but also emotionally and psychologically. Furthermore, the value of character education is seen through the inner dynamics, conflicts, and emotional changes of the main character. Honesty, patience, loyalty, toughness, responsibility, and the ability to control themselves are the real picture of character education in this novel. The main character shows that character formation does not happen instantly, but through a process of introspection, life experiences, and emotional learning. This is in line with the concept of character education which emphasizes the development of the moral, spiritual, and emotional dimensions of the individual. The novel *Rasa* by Tere Liye shows that the work not only presents an interesting storyline, but also is full of character education values that can be used as an example for readers. These character values are reflected through dialogue, actions, and interactions between characters. To understand the implementation of character values in this novel, a theoretical approach to character education is used from various perspectives, including religious, social, cognitive, humanistic, exemplary, contextual, and value-based theories.

First, based on the theory of religious character education, the value of religious and spiritual character is seen in the character of Lin who is described as a person who is always grateful and never complains about God's destiny. In the quote "Lin stared at the kitchen ceiling. Sigh of gratitude. God today has a lot of good news," Lin showed a religious attitude, patience, and tawakal. It reflects religious values through spiritual awareness and gratitude for God's gifts. This religious value is important because it is the foundation of character that forms a patient and sincere personality. Second, from the perspective of social character education theory, the value of caring and empathy is depicted through the character of Janaka who often helps Lin selflessly. Janaka's attitude reflects the values of mutual cooperation, empathy, social care, and tolerance. This is in line with the goal of social character education which emphasizes positive interaction between humans and the meaning of life in society. The Janaka character can be a representation of the ideal social character, namely helping others and fostering solidarity. Third, judging from the theory of cognitive character education (*Kohlberg*), Sena figures show high values of honesty and moral integrity. He prefers to tell the truth even though honesty hurts. He said, "I know this will hurt you, but I choose to stay honest. Because lies will only torture longer," indicating the *post-conventional moral stage* according to *Kohlberg*, in which individuals act on universal moral principles, not just rules or social pressures. It represents the values of fairness, responsibility, and honesty.

Fourth, through the theory of humanistic character education, the character of Mrs. Lin becomes an example of the values of compassion, empathy, and respect for human dignity. Her attitude is warm, caring, and always provides emotional support for Lin. This attitude has an impact on the formation of positive characters

such as a sense of security, confidence, and respect for others. These values reflect the essence of humanistic theory that emphasizes character education based on love and respect for oneself and others. Fifth, based on *modeling* theory, Mr. Lin shows exemplary hard work, responsibility, and discipline. He carries out his duties without being asked, so that he becomes a positive model for his children. Bandura's theory emphasizes the importance of observational learning, which is learning through observation and imitation. The value of exemplary in this novel is an effective means of character formation. Sixth, through the theory of contextual character education, the character of Lin is also described as an independent, persistent, and not easy to give up. He learns from his life experience and chooses to rise up without depending on others. The value of independence and never giving up arises from self-awareness and real-life experiences. This is in line with the concept of contextual character education which views character formed through direct experience.

Finally, in the theory of value-based character education, the character of Sema shows the value of integrity and humility despite having a high social status. He does not feel better than others and still respects others. This attitude reflects the internalization of universal moral values such as justice, equality, and human values. Overall, the use of various character education theories in the analysis of *the novel Rasa* helps to illustrate the diversity of character values in each character. This novel not only presents a storyline, but also contains moral messages and character learning that can be applied in real life. Thus, the novel *Rasa* by Tere Liye can be used as a character literacy medium that is relevant to modern education, because it contains spiritual, moral, social, and humanitarian values in a balanced manner. These findings are supported by various previous studies. Several studies such as those conducted by Nasution et al., (2025) show that Tere Liye's works generally contain social values such as empathy, compassion, loyalty, and a sense of social responsibility. The research is relevant to the findings of this research, because *the novel Rasa* also consistently displays social values as a reflection of human life in the modern context. Furthermore, research by Rafid (2023), proves that literary works can be a medium for character education through characters, conflicts, and life experiences that arouse readers' moral awareness. This strengthens the findings of this study that *the novel Rasa* does not only provide entertainment, but guides readers to understand the importance of strong character, honesty, and integrity in living life.

The uniqueness of this research lies in the merging of two dimensions of literary value social value and character education which are not only presented separately, but are seen as two mutually reinforcing elements. The novel *Rasa* gives an idea that social relations and character formation cannot stand alone, but rather depend on each other and interact in building a complete moral meaning. This integration reflects that the message of humanity in modern literary works must be viewed

comprehensively, not only from a social perspective, but also from the emotional and psychological side of the characters.

Implicitly, this study shows that the novel *Rasa* is very suitable as a literary teaching material in schools. Teachers can use the stories in this novel to develop critical literacy, social empathy, and student character formation through reflection on the actions, words, and conflicts of the characters. This novel provides a space for students to understand that moral values and character are not only taught, but are experienced, felt, and lived through the inner experiences described by the characters. Thus, this study not only strengthens the results of previous findings, but also presents a new contribution to the study of literature by showing the close relationship between social values and character education in building a whole message of humanity. Tere Liye's novel *Rasa* is not only a popular work for entertainment, but also an educational medium that is full of meaning and strategic value in literary learning and character education.

D. Conclusions

This literary analysis of Tere Liye's novel *Rasa* reveals a rich tapestry of social values and character education principles embedded within its narrative fabric. The key finding is that the novel functions as a profound moral text, systematically presenting values through character development, plot progression, and interpersonal dynamics. The dominant social values identified include caring, helpfulness, compassion, social responsibility, honesty, and cooperation. These are complemented by core character education values such as religiosity, discipline, independence, hard work, respect for achievement, social care, honesty, and responsibility. Through characters like Linda, Bunda, Kak Adit, and Joan Bam Punjabam, the novel demonstrates that character formation is not an isolated process but is deeply shaped by social environment and lived experience. The practical implications of these findings are significant for educators, curriculum developers, and parents. The novel can serve as a valuable pedagogical tool for literature and character education programs in schools. Teachers can use *Rasa* to facilitate discussions on moral dilemmas, model positive social behaviors, and help students reflect on their own values formation. For curriculum designers, the identification of these embedded values provides a framework for selecting literary works that align with national character education goals. Parents and community leaders may also find the novel useful for family reading discussions that reinforce social cohesion and moral development. For future research, several pathways emerge. Comparative studies examining *Rasa* alongside other contemporary Indonesian novels could identify common patterns in how modern literature addresses character education. Reader-response research with adolescent readers could explore how these identified values are actually perceived, interpreted, and internalized by the target audience. Longitudinal studies might investigate whether engagement with such value-laden literature correlates with measurable changes in readers' social attitudes

or behaviors. Additionally, research could examine the pedagogical effectiveness of using Rasa in formal classroom settings, developing and testing specific instructional modules. Finally, deeper literary analysis could explore how narrative techniques such as point of view, symbolism, or temporal structure specifically contribute to the transmission of these values.

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