

# CHAPTER I

## INTRODUCTION

This chapter presents several points including of background of the study, problems identification, limitation of the study, statement of research question, purpose of the study, significance of the study.

### **1.1 Background of the Study**

The increasing number of violence cases among school-age children has become a serious concern for parents and educators. Schools, which should be places for children to learn and develop good character, have sometimes become places where bullying occurs and makes children afraid to go to school. One of the main causes of this problem is the lack of character education in schools. Education that focuses only on academic success without enough attention to moral and ethical values can create an imbalance in students' development. Research also shows that students who do not receive proper character education are more likely to show negative behaviors such as dishonesty, lack of responsibility, and difficulty controlling emotions and dealing with conflict (Candrawati & Setyawan, 2023; Safaat, 2023; Usman, 2013; Yunistita et al., 2022). These children may also have difficulties in building healthy relationships with peers and adults, which may impact on their academic performance and social life.

Intentionally teaching good character is critical in today's society because our young people face many opportunities and dangers that previous generations were unaware of. They are bombarded with more negative influences through the

media and other external sources that are prevalent in today's culture. Therefore, it is imperative to create schools that simultaneously foster character development and promote learning (Susilo et al., 2022). Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share (Saidek et al., 2016; Smagorinsky & Taxel, 2004). Character education programs have been implemented in various forms across schools worldwide, reflecting a growing recognition of their importance in addressing behavioral issues and promoting positive social interactions (Aryadiningrat et al., 2023; Suwastini, Aryawan, et al., 2023). Research has shown that character education can significantly impact students' behavior, academic performance, and social skills. Studies indicate that schools with well-implemented character education programs report fewer incidents of bullying, improved school climate, and higher levels of student engagement (Lickona, 1991; Berkowitz & Bier, 2005). Additionally, character education has been linked to the development of emotional intelligence, resilience, and moral reasoning (Nuwa et al., 2017)

Bali is one of the islands in Indonesia that is famous for its cultural diversity and traditions that are still preserved. Another uniqueness of Bali can be seen from its society which has a unique and distinctive social system and structure. The basic foundation of the social system and structure of Balinese society (Winaya et al., 2022). Life a close relationship between humans and environment, humans and other humans, and humans and God. This close relationship will create a life of balance and harmony (Praba, 2023). *Tri Hita*

*Karana* is one of the developments of philosophy in Balinese Hindu society. One of the concepts that is often used as a frame of reference in viewing harmony is a shared ideal. *Tri* means three and *Karana* means cause. Three causes of relationships that are established in life. First, the relationship between humans and their environment, second, the relationship between humans and humans, third is the relationship between humans and God as the empowered. Bali is one of the provinces in Indonesia whose majority population is Hindu, has a unique culture because the culture of philosophy and the culture of practice run in balance looking for weaknesses and strengths. Religion is a belief that is carried out on the basis of truth in maintaining human life to achieve harmony in life (Widodo & Wadiyo, 2020).

The concepts of *Tri Hita Karana* have the meaning of three causes of welfare or happiness for humans (Atmadja, 2019). It teaches us to create a harmonious relationship with God, with fellow human beings, and with the natural surroundings to achieve happiness in life. The implementation towards the concept of *Tri Hita Karana* must begin with resolving the human beings themselves. Natural resources should be developed so that they can be fully utilized by humans wisely (Winaya et al., 2022). Laksmi et al. (2021) state that a healthy relationship can encourage the release of the hormone of happiness, which will optimally activate the body's defensive mechanism and boost the body's resistance to many diseases. Divayana et al., (2018) state that three factors contribute to happiness: *Parahyangan* (a positive relationship with God), *Pawongan* (a positive relationship with others), and *Palemahan* (a good relationship with nature and the environment). Gunawan (2011) state *Tri Hita*

*Karana* is briefly formulated as three things that can cause humans to achieve prosperity, happiness, and peace.

Children's literature plays a crucial role in the cognitive, social, and emotional development of young readers. It encompasses a wide range of genres, including fairy tales, picture books, poetry, and young adult novels, designed specifically to entertain, educate, and inspire children. Over the centuries, children's literature has evolved significantly, reflecting changes in societal values, educational philosophies, and the understanding of child development. Literature can be enjoyed by all people (Gill, 1995). According to Hunt (1994), children's literature refers to reading materials that are specially written for children. It is commonly known as a tale because it is simple and easy to understand, yet it still carries important cultural and ideological meanings (Leonardi, 2020). It is not easy to refer to the original story as there have been many versions, each justified by a specific historical era and cultural context. Leonardi (2020) explains that children's stories and fairy tales have been translated, rewritten, and adapted for many reasons, such as adjusting to the social, historical, and ideological needs of their readers. Under the category of children's literature are many kinds of works, including picture books, nursery rhymes, lullabies, storybooks, poetry, puzzles, fairy tales, and folk tales.

One effective way to teach character education is through novels. Novels can provide real-life examples of ethical and moral values through characters and storylines. Readers can learn about the consequences of unethical actions and understand the importance of positive values in everyday life. However, not all novels have values that are in accordance with the teachings of character

education in accordance with *Tri Hita Karana*. Some novels may contain content that is inappropriate or even contradictory to the values to be taught. One of the most famous children's novel writers is Roald Dahl. Roald Dahl was a British writer who was born on 13 September 1916 and died on 23 November 1990. He is known for his works full of imagination and adventure, which often convey strong moral messages. Some of Dahl's famous works include *Charlie and the Chocolate Factory*, *Matilda*, and *James and the Giant Peach*. Dahl's novels often feature child characters who face great challenges with courage and intelligence, setting positive examples of perseverance, kindness, and moral courage. Some of Roald Dahl's novels have been discussed by several researchers, but not all novels made by Roald Dahl contain character education values in accordance with *Tri Hita Karana*.

Based on previous research, several researcher has analyzed Roald Dahl's novels with the *Tri Hita Karana* approach in depth. Most of the previous studies focused more on the narrative, creative, and entertainment aspects of Dahl's works without exploring how the moral and ethical values in his stories can be used as a tool to teach character education to students. Therefore, this study aims to analyses Roald Dahl's novels with the *Tri Hita Karana* approach, identify the moral and ethical values highlighted in his works, and evaluate the potential use of the novels as learning tools for character development among students.

## **1.2 Problem Identification**

Recent events have shown a decline in the morals of some children and young people in Bali, Indonesia. This indicates that there are still children and young people who behave in ways that are not in accordance with religious

teachings. This behaviors shows a lack of understanding and application of the values of *Tri Hita Karana* in children and young people. However, it is relatively easy to find and learn about *Tri Hita Karana* in this advanced age. There are many alternative media that can be used to support this discovery, such as literary works. Novels are one of the excellent learning media, but it should be noted that not all novels contain moral values that can help to understand the values of the *Tri Hita Karana*. Therefore, it is necessary to check the suitability of the novel. Therefore, this study was conducted to analyses the values of *Tri Hita Karana*, *Parahyangan* , *Pawongan* and *Palemahan* contained in Roald Dahl's novel entitled *The Witches*. In addition, the results of this study are the *Tri Hita Karana* values contained in *The Witches*, where there has been no previous research that specifically discusses the *Tri Hita Karana* values in *The Witches*.

### 1.3 Limitation of the Study

The study's primary limitation is its narrow scope, focusing solely on Roald Dahl's *The Witches* and employing only textual analysis to explore *Tri Hita Karana's* values. This narrow approach overlooks the diversity of literature and may miss broader socio-cultural contexts shaping both the author's portrayal and readers' reception of these values. While examining characters, plot, setting, and point of view is insightful, supplementing with other research methods could deliver a more comprehensive understanding of the novel's influence on moral development.

#### 1.4 Statement of the Research Question

Based on the background of the study, the researchers intend to focus on the *Tri Hita Karana* values found in the behaviors of the characters in Roald Dahl's *The Witches*. More specifically, the present study will focus on answering the following research question:

- 1.4.1 What *Parahyangan* values are reflected in the behavior of the character in Roald Dahl's *The Witches*?
- 1.4.2 What *Pawongan* values are reflected in the behavior of the characters in Roald Dahl's novel *The Witches*?
- 1.4.3 What *Palemahan* values are reflected in the behavior of the characters in Roald Dahl's *The Witches*?

#### 1.5 Purpose of the Study

Based on the statement of the problem, it can be stated that the aims of this study are to discuss the *Tri Hita Karana* values found in the behaviors of the characters in Roald Dahl's *The Witches*. More specifically, this study aims to achieve the following objectives:

- 1.5.1 To develop the *Parahyangan* values reflected in the behaviors of the characters in Roald Dahl's *The Witches*.
- 1.5.2 To describe the *Pawongan* values that are reflected in the behaviors of the characters in Roald Dahl's *The Witches*.
- 1.5.3 To explain the values of the *Palemahan* as reflected in the behaviours of the characters in Roald Dahl's *The Witches*.

## **1.6 Significance of the Study**

The significance of the study shows how this study can be helpful and contribute to several fields. The current study is expected to be useful both theoretically and practically.

### **1.6.1 Theoretical Significance**

The current research aims to contribute to the following theories:

#### **1.6.1.1 Literary Analysis**

This research aims to contribute to literary analysis, particularly by employing a character education approach through the *Tri Hita Karana* values present in the novel. When readers deeply engage with the values embedded in literary works, they can influence their life paradigms and behaviors towards others (Nahdhiyah et al., 2023).

#### **1.6.1.2 English Language Teaching**

This research aims to provide valuable insights for English language classes, particularly highlighting the benefits of using children's literature in teaching. Literary works offer significant advantages, such as facilitating personal involvement among students. The findings of this study support the theory that literary texts enhance student engagement. Sage (1987) stated that many teachers find using literature in language teaching interesting and worthwhile. These insights underscore the potential of children's literature to make English language learning more engaging and effective.

### 1.6.1.3 Literacy

This study aims to contribute to literacy theories by highlighting the benefits of literacy skills in reading. Employing these skills in literature can significantly enhance the understanding of literary works. According to Nodelman (1996), good literature educates and offers access to various human experiences.

### 1.6.1.4 Ethnopedagogy

The research aims to strengthen learning experiences that highlight the significance of local wisdom in educational contexts focused on ethno-pedagogy. *Tri Hita Karana* values are esteemed as valuable local educational wisdom within this framework. Afriyanto et al., (2018) showed that ethno-pedagogy proves more effective when integrated as a learning approach through activities that utilize media grounded in local wisdom.

## 1.6.2 Practical Significance

This study is expected to be useful in several areas, as follows:

### 1.6.2.1 Students

This study aims to deepen students' understanding of the *Tri Hita Karana* values. By engaging with literature, particularly novels rich in beneficial values, students will enhance their written and oral skills in the target language and gain insights into its culture, thereby building cultural competence (Hismanoglu, 2005). The values identified in this study are expected to be applied in

students' daily lives, contributing to their character development and helping them become well-behaved.

#### **1.6.2.2 Teachers**

This research aims to help teachers educate students through novels about *Tri Hita Karana* values. Incorporating novels into the learning process can introduce various teaching materials, reduce monotony, engage students, and enhance their reading abilities. Novels help understand linguistic methods and explore life aspects of the target language. Characters in novels mirror real-life behaviors and experiences, offering insights and inspiring human existence (Helton et al., 1998).

#### **1.6.2.3 Parents**

This research aims to provide parents with valuable information on educating their children about *Tri Hita Karana*. It is widely recognized that parental involvement plays a crucial role in children's learning, as parents' guide them through moral lessons and essential stages of development (Albertus, 2007). Therefore, parents can utilize this study as a helpful resource to discover enjoyable teaching methods for their children's teaching of *Tri Hita Karana*.

#### **1.6.2.4 Future Research**

This research establishes a foundation for delving deeper into Roald Dahl's impact on literature, specifically focusing on children's literature and character education. Moreover, it seeks to

promote the improvement of character education within literary works and the incorporation of local wisdom. Sugiyono's (2017) literary reviews encompass theoretical analyses, references, and scientific literature about culture, values, and norms relevant to the studied social context.

