

CHAPTER I

INTRODUCTION

In this section presents the background of the research, problem identification, problem limitation, statement of the research question, objectives of the research, and significance of the research.

1.1 Research Background

In the current era, there are various issues in the study of literature in schools. These problems can significantly affect the quality and outcomes of learning in schools. One of the causes of these problems is the low quality of creativity in the process of learning and teaching in the classroom (Suprayitno, 2021). Teachers as the frontline in the world of education, it is very important to understand teaching strategies that are not boring for students (Asmini, 2012). One of the strategies that teachers can use to create interesting learning is to make good use of children's literature. Thus, children's literature is not only entertaining but also plays a role in developing students' language skills, critical thinking, and character values (Asmini, 2012). Good children's literature can have a great influence in shaping children's thoughts and feelings because it can provide inspiration and imagination for children to build their desires (Sugiarti, 2013). Children's literature is a form of literary work that not only entertains but also plays a role in shaping children's mindset and morality (Puryanto, 2012).

One of the most effective forms of children's literature in building good moral values for children is the novel. Novels are not only entertaining, but also a means for children to understand life values through interesting storylines and characters (Nurgiyantoro et al., 2024). Through interesting storylines, novels can help children understand the concept of good and bad in a fun way. Novels may be profuse in details of the surface of life, acute in fixing social attitudes that are very suitable for children to read (Price, 1983). The contents of a novel usually give rise to the reader's imagination, not only real things but also things that are not imagined to happen, which can develop children's imagination (Nurgiyantoro et

al., 2024). Apart from imaginative media, novels can also train children's emotional intelligence through the suspenseful events contained in the novel (Kurniawan et al., 2021). Novels as literary works that contain the value of struggle and can be used as material for contemplation to seek experience because they contain life values, education and moral messages (Ningsih et al., 2023). Novels explain how people live that make kind records of how the reader chooses to do in real life (Price, 1983).

One author of children's literature who is famous for his stories that are rich in moral messages is Roald Dahl. His books, which are read by children the world over include *James and The Giant Peach*, *Charlie and The Chocolate Factory*, *The Magic Finger*, *Charlie and the Great Glass Elevator*, *Fantastic Mr Fox*, *Matilda*, *The Twits*, *The BFG* and *The Witches*, and many more (Dahl, 2008). Roald Dahl won the 1983 Whitbread Award. Roald Dahl died in 1990 at the age of seventy-four, but until now his works of children's literature are still highly recognised in the world, reaching readers in the millions (Treglown, 2016). Dahl's writing is characterised by being imaginative, humorous and has a moral message that is very educational for children, especially about life (Dahl, 2008). As a famous author of children's literature, Roald Dahl often inserted moral messages and character values in his work. Through interesting characters and storylines, Dahl not only entertains, but also illustrates the importance of values such as courage, honesty, and hard work, which are in line with the concept of character education.

One of Roald Dahl's novels that is interesting to study in the context of character education is *The Giraffe, The Pelly, and Me*. The novel was first published in 1985 by Quentin Blake. This novel is aimed at children because it contains the life of the children's world. This can be seen from the writing style of this novel which is very suitable for children because it has a lot of pictures, so children will not be bored in reading it. The more interesting the book, the more children's desire to read will increase, considering that children are very easily bored (Asmini, 2012). This novel talks about the story of a young man named Billy and his animal's friends. This novel contained certain values that can be a good motivation for children, namely friendship, hard work and creativity which are needed to shape children's character. Children tend to prefer things that are humorous, imaginative and

full of surprises which can also indirectly shape their character (Asmini, 2012). Through its simple yet meaningful story, *The Giraffe, The Pelly, and Me* not only entertains, but also teaches important values such as cooperation, courage, and honesty. These values are in line with the concept of character education, which emphasises the importance of moral and ethical formation through meaningful learning experiences (Hill, 2017).

The development of the times brings various changes in the mindset and behavior of children. Without a strong moral foundation, they are vulnerable to being influenced by values that are not in accordance with prevailing social and cultural norms (Charina et al., 2023). The poor morals and ethics of today's youth create a social gap, which has an impact on cultural change and the loss of good habits that have been inherited (Charina et al., 2023). It is common to see a decline in the manners of young people towards their elders, the way they speak in foul and abusive language, the lack of awareness of empathy, sympathy and respect for each other (Charina et al., 2023). This can have a negative influence on the inherent habits and culture of the nation, which can fade away the pure good values by these negative influences (Charina et al., 2023). Therefore, it is very important to instill good character for children from an early age to deal with these negative influences, as a solution to equip children with solid moral values (Hill, 2017).

Children are emotionally unstable and still searching for their identity, so they need guidance to grow up with good mentality and behavior. Without supervision, they are vulnerable to negative behaviors such as delinquency, laziness, or other harmful actions (Karo-Karo et al., 2023). In this case, the role of parents, teachers, and society becomes very important in guiding children towards positive character formation and preventing them from harmful behavior (Oktifa, 2023). By instilling strong moral values from an early age, children are likely to grow up to be responsible and ethical individuals and make positive contributions to society (Lickona, 2018). The formation of children's morals can start from the home environment, through providing an understanding of good habits such as providing good examples so that children as someone who records whatever their parents do will easily apply it because they are used to it (Hill, 2017). In the context of an evolving world, children face increasingly complex moral challenges. Character education comes as one of the

solutions to equip them with strong moral values, as emphasized by Lickona (2018) and character education policies in Indonesia namely Ministry of National Education (2010), Ministry of National Education (2017), and Ministry of National Education (2021).

The principles of character education are not only universal but also reflected in local wisdom, such as the *Tri Hita Karana* philosophy in Bali. Bali is famous for its cultural values that are deeply embedded in its society. However, the development of globalization and revolution 4.0 has made cultural values fade, including the culture of mutual cooperation in Bali which is now diminishing (Adnyana et al., 2020). Because of this, as the next generation of the nation, it is very necessary to be given knowledge of the noble values contained in various local wisdom such as those in the *Tri Hita Karana* philosophy (Adnyana et al., 2020). The values contained in *Tri Hita Karana* are the basis that can build harmony and are very important as the formation of children's character (Adnyana et al., 2020). *Tri Hita Karana* not only provides harmony of local cultural values, but also a philosophy that supports character education in forming individuals with integrity, responsibility, and social care (Adnyana et al., 2020). Several studies have highlighted the importance of character education in guiding children towards positive behavior. As a philosophical framework, *Tri Hita Karana* aligns with character education by emphasizing moral values, social harmony, and environmental awareness (Atmadja et al., 2019). By analyzing these values in the novel, this research aims to demonstrate how literature can serve as a tool for character education while reinforcing local wisdom, such as *Tri Hita Karana*.

1.2. Problem Identification

In the increasingly advanced world development in the current era, there has been a decline in children's character education. Apart from that, children also lack learning regarding how to behave well, whether with each other or with the environment or other living creatures, not all but most of them are due to busy parents and at an early age in this era children are given mobile phones, thus, students will only play with their cellphones, indirectly parents also do not teach lessons related to morals, especially in society, for example the Hindu community in Bali. In Bali, the harmonious relationship between humans, nature, animals and God is highly valued, which is reflected in the *Tri Hita Karana*

teachings. This research discusses how this concept exists in the novel *The Giraffe, The Pelly, and Me* by Roald Dahl, where the story about humans who are friends with animals reflects the values of harmony.

1.3. Limitation of The Study

The limitation of this research is that it specifically discusses Roald Dahl's novel entitled *The Giraffe, The Pelly, and Me*. *Tri Hita Karana* value analysis uses text analysis methods only on the representation of the novel. Then the focus of the study is on the characters of the characters, however It will also be supported by other elements, such as plot, theme, setting and point of view.

1.4. Statement of the Research Questions

Based on the research background explained above, the researcher emphasizes the characters of the characters in the novel, then the concept of *Tri Hita Karana* contained in the novel. Therefore, the following research question was found:

1. What *Parahyangan* values are contained in Roald Dahl's novel entitled "*The Giraffe, The Pelly, and Me*"?
2. What *Pawongan* values are contained in Roald Dahl's novel entitled "*The Giraffe, The Pelly, and Me*"?
3. What *Palemahan* values are contained in Roald Dahl's novel entitled "*The Giraffe, The Pelly, and Me*"?

1.5. Objectives of the research

From the Research Question that has been explained regarding the *Tri Hita Karana* concepts contained in Roald Dahl's book entitled *The Giraffe, The Pelly, and Me*, the purpose of the study was found as follows:

1. To explain the values of *Parahyangan* contained in Roald Dahl's book entitled "*The Giraffe, The Pelly, and Me*".
2. To be able to find out what *Pawongan* values are contained in Roald Dahl's book entitled "*The Giraffe, The Pelly, and Me*".

3. To describe the *Palemahan* values contained in Roald Dahl's book entitled "*The Giraffe, The Pelly, and Me*".

1.6. Research Significance

It is hoped that this research will be useful both theoretically and practically. The significance of the research shows how this research can be useful and contribute to several areas, namely:

1. 6.1. Theoretical Significance

1.6.1.1 Literary Analysis

It is hoped that this research can contribute to the development of literature analysis skills, it is hoped that it can help develop the analysis of character education contained in the novel, through Tri Hita Karana Analysis. One of the effective strategies that can be applied considering the characteristics of young learners is by involving children's literature in the teaching and learning process (Asmini, 2012).

1.6.1.2 English Language Teaching

It is hoped that this research will provide more insight into the English classroom by illustrating how children's literature can be used effectively to teach English, a method that is very useful because of the significant benefits that literary works offer. Indirectly, it is hoped that this can increase children's language development, especially in teaching English to the younger generation students because it involves children's literature within the teaching and learning process and can be very helpful in developing children's vocabulary (Asmini, 2012).

1.6.1.3 Literacy

It is hoped that through this research reading skills can be developed, indirectly also providing an understanding of theoretical abilities in literacy. Through this research, it is hoped that it can provide support for literacy understanding which can demonstrate students' skills and improve their reading abilities. Apart from this, it is hoped that it can help students in language education, especially in understanding various languages and students can

provide an understanding of students' writing and not only in their mother tongue (Asmini, 2012).

1.4 Ethnopedagogy

In the framework of ethnopedagogy, it is hoped that this research can contribute to education that prioritizes local wisdom values. Local wisdom, which is part of cultural identity, contains moral values, ethics and social norms that have been respected by society for a long time Maharani (2024). If these values are applied in the learning process, they can play a big role in shaping students' character, such as mutual respect, responsibility and integrity (Sukadari et al., 2023).

1.6.2. Practical Significance

1.6.2.1 Students

In this case, especially students are expected to be able to understand the concept of *Tri Hita Karana*. Apart from that, students are also expected to be able to better understand the contents of the books they read, not only the contents but the meaning contained therein, such as examples of the character of certain characters in the novel and what moral messages can be taken from the book. Indirectly, it is also hoped that it can develop student's moral character as explained by Lickona (2018), that students are expected to be an ethical thinker, respectful, and responsible) and performance character (for example, showing critical thinking, goal setting, and perseverance), so that it is hoped the students can implement the values that they learn from the *Tri Hita Karana* values, so that students can learn and understand which one is good to apply in daily live and which one they don't, in this case so that they can improve their character to become well-being individuals.

1.6.2.2 Teachers

As a teacher, not only must be able to provide good and appropriate learning material, but you are also expected to be able to understand the character of the students, as stated by Asmini (2011), that a teacher must understand the character of students before starting learning, the teacher must understand that young students have a short focus of attention,

so the teacher must prepare the lesson so that it does not make students get bored easily, besides that, young students have high imagination so teachers are expected to be able to teach it perhaps by using pictures that can add new vocabulary, thirdly, young students predominantly like fun activities, especially those that can involve them, therefore children's literature is in accordance with the character of young students. One of the effective strategies that can be applied considering the characteristics of young learners is by involving children's literature in the teaching and learning process (Asmini, 2012). And can also emphasize the understanding of *Tri Hita Karana*.

1.6.2.3 Parents

The role of parents is also very much needed in understanding the concept of *Tri Hita Karana* for children. Character education is a deliberate effort to help someone so that the children can understand, pay attention to, and carry out core ethical values that character is related to moral knowledge, moral attitudes and moral behavior which is very important to carry out to shape and train individuals abilities for a better life (Lickona et al., 1992; Hill et al., 2002). It would be better for character learning to start from lessons at home by parents, even starting before school, this hall is also related to the *Tri Hita Karana* concept. Parents can teach children start from home, for example parents can give the children example to make a good relationship each other, so that the children will do the same thing and hopefully they will apply it outside the house for example at school, it is related to the *Tri Hita Karana* concept named *Pawongan*. Parents can teach the children to practice gardening at home so that they will understand how important to keep the environment, it is related to the *Tri Hita Karana* concept named *Palemahan*. Parents also can teach the children about the importance of spirituality to build their inner calm and peace, related to *Parahyangan* in *Tri Hita Karana* concept. It will work to build student's behavior start from the house before they're ready to socialize outside.

1.6.2.4 Future Research

Through this research, it is hoped that it can be a motivation that understanding character in children is very important, starting from an early age until entering school, understanding not only directly, but through this research which analyzes related to