

CHAPTER I

INTRODUCTION

1.1 Research Background

Moral problems and deviant behavior among children and adolescents are increasing. Unang et al. (2025) state that violence in the school environment, such as bullying, still often occurs in various forms, both verbal, physical, and social, such as mocking, intimidating, or ostracizing friends. Garinida & Akmaluddin (2025) state that many children and adolescents are involved in criminal acts such as murder, theft, beatings, and bullying. Factors such as lack of family attention, poor social environment, and the prevalence of harmful content in digital media contribute to the increased risk of criminal acts among children and adolescents. In addition, Widyastuti & Muwa (2025) highlight that many parents pay little attention to their children's social ethics, often due to economic demands that make them neglect their responsibilities in educating and guiding their children. As a result, children grow up without a strong moral compass, which can lead to difficulties in adapting to their social environment. Thus, shaping children's character from an early age is a crucial step to building a better generation in the future. The role of teachers becomes very important in implementing character education through teaching, monitoring student behavior, and collaborating with parents.

Character education is a deliberate effort to help people understand, care, and act on core ethical values. Lickona in his book states that character education is a deliberate effort to cultivate virtues that are objectively not only good for

individuals but also good for society as a whole (Lickona, 2012; Susanti, 2022). Lickona explained that there are three important components in building character education, namely moral knowing, moral feeling and moral action. According to the Ministry of Education (2010), character values consist of eighteen main aspects, including religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, love to read, environmental care, social care, and responsibility.

To strengthen the cultivation of these values, the government launched the Strengthening Character Education Movement, which is a continuation of the National Character Education Movement in 2010. This movement emphasizes that character education should be at the core of the learning process, with five main values prioritized, namely religion, nationalism, mutual cooperation, independence, and integrity. Later, the Minister of Education and Culture established the Pancasila Student Profile as part of the ministry's vision and mission. This profile is designed to form learners who have competence in six main dimensions, namely faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Thus, character education not only focuses on individual moral values, but also forms a generation that has social awareness, nationality, and the ability to think critically and innovatively.

Tri Hita Karana is a local wisdom concept of the Balinese people that guides them in living a harmonious life. *Tri Hita Karana* comes as a local wisdom that is universal in its implementation (Suryawan et al., 2022). This local wisdom acts as

a means of developing relationships between humans and God (*Parahyangan*), humans and humans (*Pawongan*), and humans and nature (*Palemahan*) to achieve perfect happiness (Arimbawa et al., 2019). *Parahyangan* is a harmonious relationship between humans and God. This relationship is a form of gratitude to God because of our awareness that everything comes from God (Prapnuwanti & Danuwant, 2022). *Pawongan* is the second part of *Tri Hita Karana* which means a harmonious relationship between humans and humans. *Pawongan* aims to make human life harmonious and balanced by interacting with each other in social life (Redana & Mujiyono, 2023). *Palemahan* is the third part of *Tri Hita Karana* which means a harmonious relationship between humans and the natural environment (Lestiawati et al., 2024). Humans in their lives cannot be separated from nature because nature provides all human needs.

Literature can serve as one of the strategic means in shaping student character, developing emotional intelligence and training critical thinking skills (Al-Afandi & Taha, 2024). Literature is a reflection of life expressed in words that contain truth and beauty. Literature is also a written record of the human soul, reflecting its thoughts, feelings, and aspirations (Long, 2004; Nanda & Susanto, 2020). In general, literature is divided into three main forms, namely poetry, drama, and works of fiction. Fiction is the name for stories that are not entirely factual but are largely constructed, fabricated, or derived from the imagination. Modern literary fiction in English is dominated by two forms, namely novels and short stories (Gioia & Kennedy, 1995). Novels are one of the literary works that can instill character education values. Novels are narrative prose that can describe an event, character, and plot based on imagination but still make sense (Lizawati & Agustin,

2017; Maulidiah et al., 2022). Novels can be a means for writers to convey certain messages to readers, as well as a reflection of life that can inspire and provide benefits.

Children's literature is an image or metaphor of life conveyed to children that involves both aspects of emotions, feelings, thoughts, sensory nerves, and moral experiences, and is expressed in linguistic forms that can be reached and understood by child readers (Saxby, 1991; Nurgiyantoro, 2010). Various studies have shown that children's literature has an important role in character building. Suma et al. (2023) stated that children's literature describes characters with various emotions and experiences that can help children understand human feelings. This is supported by Junaid (2017) who states that children's literature not only provides pleasure for children, but can also influence their character. Through literature, children will learn about various characters in the story. Hanifah & Lestyanawati (2023) in their research showed that children's literature can improve children's character through imagination that is built in the child's subconscious. When children read or listen to stories, their imagination is stimulated to imagine the world, characters, and events in the story. This process is not only entertaining, but also instills positive messages in their subconscious.

Roald Dahl's novels are one of the novels that can be used as a medium to improve students' character education. Roald Dahl was named one of the best children's story writers in the 20th century (Sudewo & Munandar, 2014; Suwastini et al., 2022). Roald Dahl became famous in the 1940s with his works for children and adults (Sudewo & Munandar, 2014). His books that are read by children all over the world are *James and the Giant Peach* (1961), *Charlie and the Chocolate*

Factory (1964), *The Magic Finger* (1966), *Fantastic Mr. Fox* (1970), *Charlie and the Great Glass Elevator* (1972), *Danny The Champion of the World* (1975), *The Enormous Crocodile* (1978), *The Twits* (1980), *The BFG* (1982), *The Witches* (1983), *The Giraffe and The Pelly and Me* (1985), *Matilda* (1988), *Esio Trot* (1990), *Billy and The Minpins* (1991). Roald Dahl's other books are *Boy Tales of Childhood* (1984), *Going Solo* (1986), *George's Marvelous Medicine* (1981), and many more. Roald Dahl also has young adult fiction books, namely *The Great Automatic Grammatizator and Other Stories* (1982), *Rhyme Stew* (1989), *Skin and Other Stories* (1960), *The Vicar of Nibbleswicke* (1991), *The Wonderful Story of Henry Sugar and Six More* (1977). Roald Dahl's children's works are usually told from the perspective of children. His stories often feature adult antagonists who are cruel to children, but there is always at least one kind adult character to oppose them. Therefore, it is important to ensure that the books are in line with the child's level of moral development and reflect the values of character education.

One of the most popular children's novels written by Roald Dahl in 1975 is *Danny, the Champion of the World*. The novel was inspired by Roald Dahl's stories and experiences as a child in rural Buckinghamshire, which became the source of story ideas in the novel. Basically, this novel has many essential values, such as family, morality, humanity, education, and implementing *Tri Hita Karana* concepts in every scene or segment. In addition, this novel also consists of several childhood experiences and shows social classes in the environment. There is another uniqueness of this novel, which it combines two different values, such as the *Tri Hita Karana* concept and Western literature. This novel implements the *Tri Hita Karana* concept, which is very familiar in Bali and related to the harmonious

values between God, human beings and nature, to interpret the values embedded in Western literature. Through highlighting the three concepts of *Tri Hita Karana*, which are *Parahyangan*, *Pawongan*, and *Palemahan*, it makes the readers can know and understand those values. Additionally, it also brings the concept to universal applicability of Indonesian local wisdom beyond its cultural origins. Moreover, this novel is also truly essential for many individuals, especially children. It can be used to give insights for many children in shaping and building their character, behaviour, attitudes, and morals. Through highlighting the *Tri Hita Karana* concept, the readers can be more aware of the advantages of the values, and they can implement them in their daily lives. In addition, it can introduce the Balinese famous concept *Tri Hita Karana* to the global literature.

Several previous studies have analyzed this novel. Nasser & Suhadi (2022) in their research showed the moral values of the characters in *Danny the Champion of the World*, such as honesty, responsibility, humility, and courage. Sheva (2023) analyzed the parenting patterns contained in the novel *Danny, the Champion of the World*. The results of this study show that the elements of parenting given by William to Danny are involvement, nurturing, affection, Danny's main supporter, education, being a good friend, and demands for affection. Based on these studies, this research will analyze the novel *Danny the Champion of the World* from the perspective of character education and the concept of *Tri Hita Karana*, which is Balinese local wisdom. This approach is expected to reveal how the values in the novel are in line with the principle of harmony in *Tri Hita Karana*, namely the harmonious relationship between humans and God, fellow humans, and the environment.

According to the explanation above, it is very important and crucial to implement this research. It can be used as a tool for children's character education and shaping their morals and behaviour. Thus, the research entitled "*Analysis of Tri Hita Karana Values Presented in Road Dahl's Danny, the Champion of the World*" must be implemented by the researcher.

1.2 Problem Identification

The moral crisis among children and adolescents is increasing, characterized by the rise of crimes such as murder, theft, beatings, and bullying. Factors such as lack of family attention, poor social environment, and the prevalence of harmful content in digital media contribute to this problem. Therefore, a solution is needed to instill moral values from an early age. One way that can be applied is through literature-based learning media. Novels are one of the literary works that can be a means to convey certain messages to readers, as well as a reflection of life that can provide inspiration and benefits. However, not all novels contain moral values that can enlighten the values of *Tri Hita Karana*. Therefore, this study was conducted to analyze the values of *Tri Hita Karana*, namely *Parahyangan*, *Pawongan* and *Palemahan* contained in the novel by Roald Dahl entitled *Danny, the Champion of the World*. In addition, the result of this research is the existence of *Tri Hita Karana* values contained in the novel *Danny, the Champion of the World*.

1.3 Limitations of the Study

One of the limitations of this research is that the scope of study is limited to one novel by Roald Dahl, namely *Danny, the Champion of the World*. The

analysis of *Tri Hita Karana* values using the textual analysis method only focuses on the representation of these values in the text of the novel. Nonetheless, this study has attempted to provide a comprehensive interpretation by considering various intrinsic elements of the novel such as plot, setting and point of view. However, it should be acknowledged that the generalization of the results of this study to Roald Dahl's other works or even to broader cultural phenomena still requires further study

1.4 Statement of the Study

The main focus of this research is to analyze the values of *Tri Hita Karana* reflected in the behavior of the characters in the novel *Danny, the Champion of the World* by Roald Dahl. This research will specifically answer the following research questions:

1. What *Parahyangan* values are reflected in the behavior of the characters in the novel *Danny, the Champion of the World*, by Roald Dahl?
2. What *Pawongan* values are reflected in the behavior of the characters in the novel *Danny, the Champion of the World*, by Roald Dahl?
3. What *Palemahan* values are reflected in the behavior of the characters in the novel *Danny, the Champion of the World*, by Roald Dahl?

1.5 Purposes of the Study

Based on the research question, it can be stated that the purpose of this research is to analyze the values of *Tri Hita Karana* contained in the behavior of

the characters in the novel *Danny, The Champion of the World* by Roald Dahl. Specifically, the objectives of this research are as follows:

1. To explain *Parahyangan* values are reflected in the behavior of the characters in Roald Dahl's *Danny, the Champion of the World*.
2. To explain *Pawongan* values are reflected in the behavior of the characters in Roald Dahl's *Danny, the Champion of the World*.
3. To explain *Palemahan* values are reflected in the behavior of the characters in Roald Dahl's *Danny, the Champion of the World*.

1.6 Significance of the Study

This research is expected to contribute to several fields and be theoretically and practically useful.

1. Theoretical significance

This research is expected to contribute to the development of several theories, as follows:

1.1 Literary Analysis

This research is expected to contribute to literary analysis, especially with a character education approach in novels based on *Tri Hita Karana* values. In analyzing a literary work, one of the theories used is structural theory, which emphasizes the study of the relationship between elements that build the work (Manshur, 2019). This research is expected to enrich the perspective in the application of the theory.

1.2 English Language Teaching

This research is expected to provide insights, especially in the use of literature in English language teaching. The use of literature in foreign language learning not only improves language skills, but also presents relevant material to interest and stimulate learners' imagination. Literature invites its readers to imaginatively experience ways of life, feelings, and values that they may never have understood before (Chambers & Gregory, 2006).

1.3 Literacy

This research is expected to contribute to the development of literacy theory, particularly in understanding the role of literacy skills in the reading process. Literacy becomes an important element in this process because reading literary works encourages students to understand, analyze and evaluate the information they obtain (Darwish, 2014).

1.4 Ethnopedagogy

This research is expected to contribute to supporting education that integrates local wisdom. Ethnopedagogy is an educational approach based on local wisdom and based on the cultural values of an ethnic group and educational standards (Selasih & Sudarsana, 2018). In this case, Tri Hita Karana as Balinese local wisdom acts as a value foundation in education, which emphasizes the balance of relationships between humans and God, fellow humans, and the environment.

2. Practical Significance

This research is expected to provide benefits in several fields, as follows:

2.1 Students

This research is expected to provide knowledge to students regarding the values of *Tri Hita Karana*. In addition, this research is also expected to increase students' understanding of literary works, especially novels, which are useful in improving character education. The values contained in literary works are internalized by students so that they shape their attitudes and personalities (Apriliyani et al., 2024). This research aims to equip students with good character so that they can grow into noble individuals.

2.2 Teachers

This research is expected to be useful for teachers to teach students about *Tri Hita Karana* values in novels. Teachers can use novels as learning media to evaluate students' motivation in reading. Çatalbaş & Solmaz (2024) found that the integration of literature in language learning not only plays a role in enriching vocabulary but also increases enthusiasm for the learning process itself. Through novels, teachers can find the right way to teach *Tri Hita Karana* values so that students can more easily understand and internalize these values in their daily lives.

2.3 Parents

This research is expected to be useful for parents to teach *Tri Hita Karana* values to their children. Parents play an important role for children as the main companion in the learning process at home. Parents who actively provide encouragement, attention, or guidance as motivation for children in learning activities can create a supportive atmosphere for the learning process (Utari et al., 2024). Therefore, this study can be a guide for parents in finding the right way to teach their children.

2.4 Future Research

This study aims to inspire future researchers to further explore character education with a literary approach through Roald Dahl's novels. In addition, this research is expected to contribute to strengthening character education by linking literary works with local wisdom values.

