CHAPTER I
INTRODUCTION

This chapter presents the background of the research, problem identification, problem limitations, research question, research objectives, and significance of the research. These sections provide the foundation of the study by explaining the research focus, the reasons for conducting the study, and the expected contributions of the findings.

1.1 Research Background

In recent years, technology has grown very quickly and has changed the way children learn and behave, particularly in the way they learn and form moral values. Meese (2009) explains that children today grow in environments that change faster than their emotional readiness, which challenges their ability to process information carefully. Kuluşaklı (2025) explains that children who use digital media, such as smartphones or tablets, lack direct interaction with other people. If this continues, children may find it more difficult to understand other people's feelings and to be more patient when they interact with friends. So, digital media also comes with moral messages that are complex and difficult for children to understand, which they often need adults to support. Under these conditions, it is important to support children's character development. Tisna & Suparto (2024) and Fitriani (2025) highlight the need to have an educational approach that helps children to develop intellectually, socially, and spiritually. Because of that, this fast digital age shows the importance of guiding the young generation's morals.

Character education is an important part and supports children's overall development, that shape the way they grow. According to Lickona (1991), character education guides children to understand, to experience, and apply the kind of morals in daily life, and Berkowitz & Bier (2005) also highlight that character education is effective in making collaborations with a school, family, and environment that can work together to build consistent values. In the Indonesian context, truly that these settings play a role as a supporting environment that helps each other and builds children's moral awareness, but challenges such as bullying and behavior that use

social media show that character education still faces major challenges. Fathoni et al., (2024) and Suyanto et al., (2025) highlight that these problems reflect gaps between moral theory and real-life implementation among children. For this reason, using culturally based approaches can help teachers to improve student character education for addressing contemporary moral issues. Integrating culture-based values can make character education more relatable and meaningful for young learners.

Another cultural value that teaches kindness is *Tri Hita Karana*. *Tri Hita Karana* originated in Bali and teaches the importance of living in harmony and balance. This value teaches humans to always have a good relationship with God, with fellow humans, and with the natural environment. If these three things are kept in balance, daily life will be more peaceful and harmonious. Astawa et al., (2021) show that the implementation of *Tri Hita Karana* contributes to personal and communal well-being, making it relevant for character formation. Asih (2022) and Tantri et al., (2020) show the relevance of the concept in the learning environment. Because values are rooted in culture, they are easy to recognize. This concept matches with character education concepts in this era. As a result, *Tri Hita Karana* gives a local framework to support children's moral development. Its integration into learning material can strengthen value internalization among students. So that these values can be understood and felt by children, the right media is needed. Children's literature is one effective means to that goal.

Children's literature is an important medium for teaching moral values to young readers. Hunt (2005) said that a story can help children to understand moral issues through characters' actions and the consequences that happen to characters in that story. Smith-flores et al., (2023) added that literature supports the growth of empathy and emotional understanding with children imagining feelings, as well as perspectives different from their own. On the other hand, Gasser et al., (2022) state that children's literature can shape young readers' understanding of moral and social expectations through narrative. Because of these functions, literary works can be tools that can support character education growth in every child. When we relate traditional concepts such as *Tri Hita Karana*, literature can help children understand moral values from example easy for them to understand. Then, these combinations

deepen understanding and shape the morals and characters in children. In this context, children's literature can be a strategic medium for the integration of universal and local morals.

This potential relates to the local wisdom in global children's stories that are now always used in literary research and education in Indonesia. Barzani et al., (2021), said that global texts from a local perspective make learning more meaningful and related to local values in the students' background. Sakti et al., (2024) Also emphasized that children's literature can make children understand the ideas of identity and local values if it is combined with the value system that they already know. Through this approach, students can learn about their understanding in a global view that balances with local identity. The integration of this also encourages their critical thinking because children will see the story through multiple lenses. This helps them to develop their skill and moral reasoning to be stronger. Besides, this connects global stories with local values that make moral lessons in the story deeper and more relevant to daily life. Because of that, the use of local wisdom to interpret the global literature makes this beneficial to educational practice.

One of the works that is really famous in children's literature is *The Chronicles of Narnia*, by C.S. Lewis, which is famous because it combines fantasy, moral messages, and symbolism. Among the seven books, *The Silver Chair* shows themes that are clear about responsibility and the search for truth. The novel *The Silver Chair* was chosen because the story clearly illustrates a character's development through the character's experiences, and the character learns from the character's mistakes while facing various challenges. The researchers, such as Hage (2017) and Li (2021), stated that Lewis created this series to help young readers understand right and wrong. The character Jill Pole was chosen because she shows a clear character transformation through the story; she is not portrayed as a positive character at the beginning of the story but develops through a process of learning. Jill Pole's character is really important for this moral analysis because her journey in the story shows how mistakes, discipline, and self-reflection can lead to a change of characteristics in every person. So, her weakness and her natural development make it easy for her to connect with children who have the same challenges

(Diantari & Agung 2021; Octaviani et al., 2024). This series focuses on the transformation of Jill Pole as something that is realistic and also beneficial in the education context. In this context, Jill's character has many examples that we can learn from about moral values in that story. With this study of Jill's developed character, this research can connect literary analysis with moral and educational perspectives. Therefore, it is also important to consider how this novel can be applied in an educational context.

Most previous studies on *The Chronicles of Narnia* have focused on Christian symbols, moral values, and intrinsic elements within the stories, especially in the series *The Lion, the Witch, and the Wardrobe*. Muliani (2023) Identified various human values reflected in the novel. Suwastini et al., (2020) analyzed the characterization of Lucy Pevensie through a Freudian psychoanalytic approach, while Yanti & Bidari (2021) discussed the characterization of the Pevensie family, who played an important role in developing the storyline. Additionally, Wahana & Johan (2022) explored the novel's themes through a sociological approach, and Yuniawan et al., (2024) examined the symbolism and the role of mythological creatures in supporting the moral and spiritual aspects of the story. Another study by Belangi et al., (2024) focused on Aslan's wisdom, including the harmony between intelligence and emotional depth. Tyagi & Bhatnagar (2023) also reviewed the educational and moral values in the Narnia series in the context of learning. Even so, broader studies have also discussed aspects of progressive education in several Narnia series, including *The Silver Chair* (Johnson, 2023). However, although various aspects have been extensively studied, research specifically analyzing *The Silver Chair*, especially by focus on the character of Jill Pole through the perspective of Indonesian local wisdom such as *Tri Hita Karana*, is very limited. This indicates a gap in understanding how global children's literature, through character development, can be interpreted using local values. Therefore, this study aims to fill this gap by analyzing the character of Jill Pole in *The Silver Chair* using the values of *Tri Hita Karana*.

This research is important because it contributes to literary studies and relates to character education, which is increasingly needed today. Children face various changes and challenges in their daily lives that require them to possess a

sound understanding of moral values. Tantri et al., (2020) highlight that without a strong understanding of moral values, children will struggle to deal with changes in their environment. This is why the study of character in children's literature is relevant as a way to understand the process of value shaping. By using the *Tri Hita Karana* framework, this study is expected to provide a more contextual perspective in understanding the relationship between literature, cultural values, and character education.

In relation to its educational relevance, *The Silver Chair* could be considered as a literary text for English as a Foreign Language (EFL) learning. The use of children's literature in EFL classroom is considered effective in fostering student engagement and helping students understand the values contained in stories (Koss & Daniel, 2017; Marlina, 2013). In terms of reading level, Shiao (2024) on the Kids Book Series website states that the book is intended for ages 6-12 and has a reading level of 5.7 in the Accelerated Reader (AR) system and level 60 in the Developmental Reading Assessment (DRA). However, these indicators are designed for native English-speaking children and cannot be directly applied to EFL learners in Indonesia, whose English proficiency may be lower than that of native speakers of the same age. As a general suggestion only, the novel may be more suitable for EFL learners at the junior to senior high school level (SMP to SMA) and above, as children's literature has been used to support English learning and value education in the Indonesian EFL context, including at the junior high school level (Hardiantini et al., 2025; Marlina, 2013). The novel may be used especially when teachers use a simplified version or select specific parts of the story through activities such as reading, discussion, storytelling, or role play (Al-Shammari et al., 2024). This suggestion should be adjusted according to students' actual English proficiency, reading experience, and learning needs, since learners of the same age or grade may differ significantly in their abilities. Because this study focuses on the analysis of values in literary texts and does not involve students or testing of reading proficiency levels, it does not specify the appropriate grade level at which the novel should be used.

Besides reading level, teachers also need to be aware that *The Chronicles of Narnia* is widely read as containing Christian allegory (Lee, 2011). However, this

study does not examine the novel from a theological perspective. The values analyzed here, namely trust and obedience to guidance, respect and cooperation with others, and care for nature, are universal values that are also recognized in various cultural and religious traditions (Sawitri et al., 2023). In a religiously diverse classroom, teachers could therefore introduce the novel as a literary work and focus the discussion on these shared values, as in character education programs that use Narnia to teach virtues (Hart et al., 2020). In this regard, the values in *Tri Hita Karana* are universal because they focus on the relationship between humans and God, other humans, and the environment (Laksana et al., 2025; Parmajaya, 2020), so they can also be found in Western literary works that explore themes of spirituality, cooperation, and environmental awareness. For this reason, the use of *Tri Hita Karana* as a framework for analysis in this study is considered relevant for analyzing the moral values in the novel *The Silver Chair*.

Looking at the important role of literature in character building, this study focused on examining the values of *Tri Hita Karana* as seen in the character development of Jill Pole in *The Silver Chair*. This study not only aims to explore literature but also to contribute to character education based on local values. The findings are expected to help teachers and researchers understand how global literary works can be used to convey moral values that are relevant to students' lives. This study offers a cultural perspective in understanding character development, showing that literary works can be interpreted in line with local wisdom. As a whole, this research is expected to provide theoretical and practical benefits for literary studies and character education in Indonesia.

1.2 Problem Identification

Nowadays, many children and teenagers still show behaviors that indicate a lack of understanding and practice of moral values in daily life. It is evident from this situation that the principles of *Tri Hita Karana* values are still optimally understood and applied by young people (Fathoni et al., 2024; Tantri et al., 2020). In character education, children's literature is one of the effective ways to teach moral and spiritual values through the experiences of the characters in the story. One of the examples is *The Chronicles of Narnia*: *The Silver Chair* by C.S. Lewis.

The story presents a young girl named Jill Pole who represents a child in the process of learning and growing. Jill is not a perfect character; she is often afraid, breaks rules, and is easily tempted, but through several challenges, she learns about obedience, empathy, and responsibility that reflect the values of *Tri Hita Karana*. Learning about Jill's character is important because most previous research focused on religious symbols or general moral lessons, while there are still few studies that connect *The Silver Chair* with local wisdom like *Tri Hita Karana*. This research aims to find out how the values of *Tri Hita Karana* are shown through Jill Pole's character and how her transformation represents moral and spiritual education for children in a cross-cultural context.

1.3 Problem Limitation

The limitation of this study lies in its specific focus on one of C.S. Lewis's works, *The Chronicles of Narnia*: *The Silver Chair*. This research does not focus on analyzing the entire Narnia series, but rather focuses on examining the representation of *Tri Hita Karana* values as reflected in the character of Jill Pole, who becomes the main figure that represents moral growth in the story. The study applies a textual analysis method to identify and interpret the three dimensions of *Tri Hita Karana* within the narrative. Although the main emphasis is placed on character analysis, other intrinsic elements such as plot, setting, and point of view are also examined to provide a more complete understanding of how these values are reflected across various parts of the story. Furthermore, this study is limited to literary analysis and does not include psychological or sociological studies of reader response or author intention.

1.4 Research Questions

Based on the background of the study, this research focuses on the analysis of *Tri Hita Karana* values as reflected through the behaviors, thoughts, and interactions of the main character, Jill Pole, in C.S. Lewis's *The Chronicles of Narnia*: *The Silver Chair*. Therefore, this study is guided by the following research questions:

1. How are *Parahyangan* values reflected in Jill Pole's characterization in *The Silver Chair* by C.S Lewis?
2. How are *Pawongan* values reflected in Jill Pole's characterization in *The Silver Chair* by C.S Lewis?
3. How are *Palemahan* values reflected in Jill Pole's characterization in *The Silver Chair* by C.S Lewis?

1.5 Research Objectives

Based on the research problems above, this study focuses on three main objectives of *Tri Hita Karana* values through the character of Jill Pole in C.S. Lewis's *The Chronicles of Narnia*: *The Silver Chair*. The objectives of this research are:

1. To elaborate on the *Parahyangan* value reflected in Jill Pole's characterization in *The Silver Chair* by C.S Lewis
2. To elaborate on the *Pawongan* value reflected in Jill Pole's characterization in *The Silver Chair* by C.S Lewis
3. To elaborate on the *Palemahan* value reflected in Jill Pole's characterization in *The Silver Chair* by C.S Lewis

1.6 Significance of The Study

The significance of this study is reflected in its contribution to both theoretical and practical aspects. It is expected to enrich the understanding of literary studies and provide practical insights for character education.

1.6.1 Theoretical significance

The current research is expected to give contribute for several theories, as follows:

1.6.1.1 Literary Analysis

This study contributes to the analysis of children's literature by examining the moral values within it using *Tri Hita Karana* as a framework. This study demonstrates that the values of *Tri Hita Karana* are not limited to local cultural contexts but can also be applied to understanding global literary works such as *The Silver Chair* (Kristinayanti et al., 2025). This is evident through the development

of the character Jill Pole, especially in her interactions with others character, which reflect the three main aspects of *Tri Hita Karana*. These findings indicate that narrative elements in literary works contain moral messages that can be conveyed to readers (Gill, 1995; Kennedy & Gioia, 1995). Because of this, an alternative perspective in literary analysis is to connect local wisdom values with literary works from different cultural backgrounds.

1.6.1.2 English Language Teaching

These findings support English language teaching by showing that children's literature can be used to develop language skills and enhance understanding of moral values. The analysis of the character Jill Pole indicates that the values of *Tri Hita Karana* can help students understand the importance of building spiritual connection, fostering positive social interaction, and protecting the environment. Through the actions and experiences of the characters in the story, students can see how these values are reflected in daily life (Hunt, 2005). This study also supports the use of literary works as a learning media that focuses not only on linguistic aspects but also on developing an understanding of values through reading and text interpretation.

1.6.1.3 Literacy

This study makes a contribution to the field of literacy studies by highlighting the process of interpretation in reading literary works, which is shaped by an understanding of the character's experiences and development within the story. Through the *Tri Hita Karana* perspective, readers understand the importance of balance in human life. This understanding develops through the character's experiences and growth in the story, which encourages readers to think critically and connect the text's meaning to the values of everyday life (Zabihi, 2011). Thus, this study affirms that the activity of reading literature can serve as a means to foster a deeper understanding of life's values through the process of textual interpretation.

1.6.1.4 Ethnopedagogy

This study uses local wisdom values as a foundation for understanding literary works through the ethnopedagogy perspective. By analyzing the *Tri Hita Karana* philosophy in the novel *The Silver Chair*, this research suggests that local

cultural values can be used to interpret literary works from different cultural backgrounds. This approach reflects ethnopedagogical practices that highlight the importance of the connection between culture and the learning process, so that understanding of the text becomes more contextual and meaningful (Suriansyah et al., 2021). In this way, this study supports the development of culture-based learning that not only strengthens understanding of literary works but also helps foster awareness of cultural values and identity within an educational context.

1.6.2 Practical significance

This study is expected to give practical benefits for various groups, including students, teachers, parents, and future researchers.

1.6.2.1 Students

The findings of this study can help students understand the values of *Tri Hita Karana* through the characters of Jill Pole in the novel *The Silver Chair*. Through an analysis of this character, students can observe how the character's actions lead to certain consequences, which in turn lead to reflection and a change in attitude (Mudana, 2023). From this, students can understand values such as responsibility, honesty, and social awareness. Through reading activities, discussion of character, and reflection, students not only understand the story's content but are also encouraged to connect these values to their daily lives and develop their moral awareness.

1.6.2.2 Teacher

This study can serve as a reference for teachers in integrating the values of *Tri Hita Karana* through the use of children's literature in English language learning. By analyzing the character of Jill Pole through the lens of the *Tri Hita Karana* values, teachers can gain concrete examples of how moral values are reflected in the character's actions, consequences, and development within the story. The findings of this study can be used as supporting material in various classroom activities, such as reading, discussion, storytelling, role play, or writing tasks, that encourage discussion and self-reflection, so that students can understand the story content and the moral value within it. In addition, when applied in the classroom, the use of this novel can be adapted to students' ability levels, for

example by selecting specific parts of the story or using a simplified text version (Al-Shammari et al., 2024). The result of this study can help teachers teach character values through literacy activities without reducing the main focus on language learning.

1.6.2.3 Parents

This study provides parents with insights into how literary works can be used as a tool to support their children's character development. Through an analysis of the character Jill Pole in the novel *The Silver Chair*, parents can gain an understanding of how the values of *Tri Hita Karana* are reflected through the character's experiences as she faces various events in the story. Parents can apply the findings of this study through reading together, storytelling, and simple conversation, which should be introduced gradually starting from an early age (Emmanuel & Smith, 2023). This approach ensures that children not only understand the storyline but also understand the meaning behind it. By doing this, literary works can become a more engaging tool for parents to help children learn and understand language as well as values that are useful in their daily life.

1.6.2.4 Future Research

This study can serve as an initial reference for future research that aims to examine children's literature from the perspective of *Tri Hita Karana* or other perspectives. Besides that, Hart et al., (2020) examine how these values are internalized by students through classroom activities and reading habits. This study also opens up opportunities to analyse other characters in the works of C.S Lewis or other children's novels, as well as to adopt different focuses such as the analysis of specific values, comparison between characters, or the application of this insight in educational contexts.