

NOVEL HAFALAN SHOLAT DELISA KARYA TERE LIYE

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Abstract

Given the importance of character in building strong human resources, the need for character education is carried out appropriately. It can be said that the formation of character is something that can not be separated from life. Therefore, care is needed by various parties, both by the government, the community, families and schools. Novels as a form of literary work are expected to bring up positive values for the audience so that they are sensitive to problems related to social life and encourage reading novels that can realize positive messages in the novel with good behavior in social life. When the world of education is considered to only pursue and prioritize the academic realm, so that it ignores moral issues and nobility. Literary work in the form of a novel entitled HSD by Tere Liye, seems to be a strategic intermediary for realizing the goal of instilling character education to students because in the novel contains values that must be straightened out.

Keywords: Character Education, Human Resources, Novel

I. INTRODUCTION

Character education is currently a topic that is widely discussed in the world of education. Education is one of the processes in which there are rules and procedures that every student must have. Every student has the same responsibility in the learning process. Education becomes the main pillar to advance the nation's next generation for the intellectual development of children. The intellectual development will later shape the personality or character of the child.

The spread of bad life attitudes and a culture of violence, or the popularization of economic and political language, whether we realize it or not, have contributed to the weakening of the character of the nation's children, thus making noble values and wisdom of a near-death attitude to life. Children nowadays are very easy to say oral and body language which tends to be reduced by the rude and vulgar style of expression. Ethical and aesthetic values have been constrained and dwarfed by an instant and constant lifestyle (Purwanto, 2011: 2).

Character-based education in this country has long been lost. Learning in schools in the form of civic education and religious education, should be able to be a filter to stem the current outbreak of a culture of violence, judged to have been turned into indoctrination-based subjects that merely teach and force good and bad grades, without being balanced with intensive habituation patterns. which can trigger students to behave and behave in accordance with noble values. As a result of such a long period of indoctrination in the realm of education, whether we realize it or not, it has changed the nature of children who tend to be selfish, both towards themselves and others. They no longer have sensitivity to each other, lose the value of affection, and are busy with their own world which tends to be aggressive with a level of moral degradation that is already at the threshold that cannot be understood (Purwanto, 2011: 3).

Education in schools is no longer enough just to teach students to read, write and count, then pass exams and later get a good job. Schools must be able to educate students to be able to decide what is right and wrong. Schools also need to help parents find the purpose of life for each student (Hidayatullah, 2010: 25). In accordance with the opinion above, it can be concluded that the education carried out in schools is expected to develop the ability to think while shaping the character of good students to achieve life goals in life.

Existing character in children is influenced by internal factors and external factors. Internal factors are influenced by the psychological condition of the child and family environment, while external factors are influenced by the child's association. Both of these factors greatly affect the development of character formation in children. The character of the child can determine their mindset in carrying out an action in everyday life.

Educational institutions, especially schools are seen as a strategic place to shape student character. This is intended so that students in all words, attitudes, and behavior reflect a good and strong character (Hidayatullah, 2010: 26). Based on this description it can be concluded that the formation of good character of students can be done at the place where he received his early education starting from kindergarten, elementary school, middle school, to college.

Given the importance of character in building strong human resources (HR), the need for character education is carried out appropriately. It can be said that the formation of character is something that can not be separated from life. Therefore, care is needed by various parties, both by the government, the community, families and schools. This condition will be awakened if all parties have a shared awareness in building character education. Thus, character education must accompany all aspects of life including in educational institutions.

Ideally character building or education is integrated into all aspects of life, including school life (Hidayatullah, 2010: 3).

Literature is a form of the results of creative arts work whose objects are humans and their lives by using language as the medium. As a creative art that uses humans as objects and all kinds of life, literature is not only a medium to convey ideas, theories, or systems of human thought. As a creative work of literature must be able to give birth to beautiful creations and try to channel the needs of human beauty. In addition, literature must also be able to become a forum for the delivery of ideas thought and felt by writers about the life of mankind (Semi, 1988: 8).

Literary works were born in the midst of society as a result of the imagination of the author and his reflection on the social phenomena around him. Therefore, the presence of literary works is part of people's lives. The author as an individual subject tries to produce his worldview (vision du monde) to his collective subject. The significance elaborated by individual subject to the surrounding social reality shows a literary work rooted in a certain culture and a certain society. The existence of such literary works, making it can be positioned as a socio-cultural document (Jabrohim, 2003: 59).

Novels as a form of literary work are expected to bring up positive values for the audience so that they are sensitive to problems related to social life and encourage them to behave better. It is expected that the reader (connoisseur of the novel) after reading the novel he can realize a positive message in the novel with a form of good behavior in social life. The novel is also an expression of social phenomena in aspects of life that can be used as a means of getting to know humans and their times. Novels that are increasingly shining today are nothing but ongoing stories about humans polished in such a way by creative writers. The more interesting the story presented by the author, the more public interest in reading the novel.

When the world of education is considered to only pursue and prioritize the academic realm, so that it ignores moral issues and nobility. Literary work in the form of a novel entitled HSD by Tere Liye, seems to be a strategic intermediary for realizing the goal of instilling character education for students because they contain values that must be straightened out. Through the novel entitled HSD, children can do their senses, mental processing, and mental training intensely so that children indirectly have positive behaviors and habits through the process of appreciation and creation through literary works.

The selection of HSD novels was motivated by a desire to understand the value of character education contained in the novel. The HSD novel has a positive educational value which is an explanation of the value of character education

contained in the story so that it can be used as a role model or input for the audience. The HSD novel by Tere Liye was chosen because it has several advantages both in terms of content and language. In this novel, titled HSD by Tere Liye, is a novel that tells the story of a child from Lhok Nga, Aceh, who is trying to memorize prayer readings. Ummi promised to give a beautiful necklace with the letter D as a gift if Delisa managed to finish memorizing her prayers. December 26, 2004 was the day Delisa and her school friends were practicing prayer. When it was Delisa's turn to come forward, when for the first time she would make the perfect prayer. Because, he has memorized the entire prayer reading. However, at that moment the tsunami waves hit his body. Even so, he remembered the ustadz's words that when praying, we must be solemn. For the sake of carrying out that advice, even though the tsunami hit it he was still in a state of prayer. Under these circumstances, when he was tossed about by the flood, he wanted to bow down, until finally he fainted and got stuck in a bush. He was finally found by an American soldier in charge of evacuating victims. He saw Delisa's body shining where she fainted. Around Delisa's body were bushes with clean white flowers. After seeing the incident the soldier named Smith was convinced to become a convert. Delisa was taken to the aircraft carrier that Smith was traveling in. It was there that touching stories happened. His right leg was amputated. Delisa also lost her memory of memorizing prayers and she tried hard to remember them. The story where he lost his ummi and three older sisters. Only his Abi was still alive, because when the tsunami hit Aceh, he was on duty overseas.

II. THEORIES OF SOCIOLOGY OF LITERATURE

The approach used in HSD novel research is the sociology of literature. Sociology of literature comes from the words sociology and literature. Sociology comes from the word sosio (Greek) (socius means together, united, friend, friend) and logi (logos means word, word, parable). The next development has changed meaning, socio / socius means community, logi / logos means science. So, sociology means the knowledge of the origin and growth (evolution) of society, science that studies the entire network of human relations in society, its general, rational, and empirical nature (Ratna, 2003: 1)

Sociology is an interdisciplinary science (interdisciplinary), between sociology and literature. In the beginning, in the context of sociology and sastra, literary sociology was a neglected discipline. There is a possible reason because the object of research is considered unique and exclusive. In addition, in terms of history, also because literary sociology is a relatively new science that is different from the sociology of education that has been known first (Saraswati, 2003: 1).

Literary sociologists treat literary works as determined (prepared) works inevitably by the conditions of society and the forces of their time, that is, in the subject matter, explicit and implicit judgments of life are given, even in their form. This sociological approach to literature is closely related to mimetic criticism, that is, literary works are a reflection or imitation of society.

The sociology of literature developed in Indonesia clearly pays attention to literature for literary societies, literary aims, engaged literature, contextual literature, and various propositions that basically try to return literary works into social structure competencies (Ratna, 2003: 13). The main reason why the sociology of literature is important and necessarily needs to be built patterns of analysis as well as theories related to it is the fact that literary works exploit humans in society.

As an interdisciplinary approach, literary sociology does not have to be operated unilaterally. That is, literary sociology does not only function to further understand a short story or novel. Literary sociology by itself is also beneficial for social scientists, such as historians, sociologists, anthropologists, and psychologists (Ratna, 2003: 295).

Sociological analysis gives great attention to the functions of literature, literary works as a product of a particular society. Consequently, in return, literary works must provide input, benefit, to the social structure that produces them (Ratna, 2003: 11). The main problem of literary sociology is the literary work itself, the work as a creative activity with different characteristics. Problems relating to society are themselves more diverse and at the same time more complex in regional literature, archipelago literature.

Damono (2002: 3) states that there are two main trends in the study of literary sociology. The first approach is based on the assumption that literary works are mere social mirrors. This approach moves from factors outside literature to discuss literature. Literature is only valuable in relation to factors outside of literature itself. Second, an approach that prioritizes literature as a material for reviewers. The method used is a text analysis to find out the structure, then used to understand more deeply the social outside of literature. Literary sociology aims to obtain facts from the community that might be used to solve community problems.

The aim of sociology of literature is to increase understanding of literature in relation to society, in this case literary works are imaginatively reconstructed, but their imaginative framework cannot be understood outside of their empirical work and literary works are not merely individual symptoms, but social phenomena (Ratna, 2003 : 11).

The area of literary sociology is quite broad. Wellek and Warren (in Faruk, 1999: 4) suggest at least three things that can be examined in literary sociology, namely the author's sociology, the sociology of works, and the sociology of readers. The three things that can be examined will be explained as follows.

1) Author Sociology

Author sociology, author profession, and literary institutions. The problem related here is the economic basis of literary production, social background, author status, and author's ideology that can be seen from various author's activities outside of literary works.

2) Sociology of Work

Sociology of the work means the contents of literary works, objectives, and things implicit in the literary work itself and relating to social issues.

3) Sociology of Readers

Reader sociology contains the problems of readers and the social impact of literary works. The extent to which literature is determined or dependent on social background, change and social development.

Based on the description above it can be stated that the sociology of literature is a view that states that literary works are a picture or story of social phenomena that exist in society. Jabrohim (2001: 169) says that the aim of the sociology of literature research is to get a complete, complete, and comprehensive picture of the interrelationships between writers, literary works, and society. This description is very important to increase our understanding and appreciation of the work itself.

From the above view it can be concluded that the analysis of literary sociology aims to describe the functions and criteria of the elements that build a literary work that is seen from the social phenomena of the community where the literary work was created. In my research, I use the opinion of Wellek and Warren the second, the sociology of literary works that questions a literary work itself, which is the subject of the study is about what is implied in the literary work and what is the purpose or message to be conveyed.

III. STRUCTURAL THEORY

According to Teeuw (in Pradopo, 2003: 141) structural analysis is the first priority before the others. Without such analysis, the intrinsic unanimity of meaning that is only extracted from the literary work itself will not be revealed. The meaning of the elements of a literary work can only be fully understood and assessed on the basis of an understanding of the place and function elements in the entire literary work.

The structure comes from the word structure, Latin, meaning form or combination. Structuralism means understanding the elements, namely the structure itself with the mechanism between its relationships, the relationship of one element to another, and the relationship between elements and their totality. Structuralism is often used by researchers to analyze a literary work by paying attention to the elements contained in the literary work. Structural analysis involves the storytelling component, literary works and listeners. The structure that builds a literary work as an aesthetic element in the world of literary works, including plot, characterization, point of view, language style, theme, and message (Ratna, 2009: 91-94).

According to Abrams (in Nurgiyantoro, 2007: 36) a literary work according to structuralism is a totality that was built coherently by various building elements. On the one hand, the structure of literary works can be interpreted as the composition, affirmation, and description of all materials and parts that become components which together form a beautiful roundness.

Nurgiyantoro (2007: 37) states that structural analysis basically has the aim of describing as carefully as possible the functions and interrelationships between various elements of literary works which simultaneously produce a totality. Structural analysis is not enough to do just to record certain elements of a work of fiction, such as events, plots, figures, settings, or others. However, what is more important is to show how the relationship between the elements is, and what contribution is made to the aesthetic goals and overall meaning to be achieved. Structural analysis of literary works can be carried out with the following stages.

1. Identifying, studying, and describing the intrinsic elements that build literary works (themes, settings, plot, characters, point of view, and message)
2. Explain how the function of each of these elements in supporting the overall meaning of literary works
3. Connecting between these elements so that together they form an integrated totality of meaning

Structural analysis seeks to describe, show and describe the elements that constitute literary works, as well as explain the interaction of elements in the form of complete meaning. To arrive at a complete understanding, between these elements there must be interaction and connection.

Structural analysis is something that must be done to understand prose (both short stories and novels or romance), namely by understanding the physical structure and inner structure contained therein. Before analyzing literary works using any approach, a structuralism approach must be used. This is in accordance with Teeuw's opinion (in Pradopo, 2000: 46).

Structural analysis is a top priority before other analyzes are applied. Without this structural analysis, the unanimity of meaning that can be extracted from the work cannot be captured. The meaning of the elements of literary work can only be captured, understood fully on the basis of understanding the place and function of the elements in the entire literary work (Teeuw, 1984: 16).

Stanton (1965: 12) argues that the structural building elements consist of themes, story facts, and literary means. The theme is the meaning of a special story that explains some of its elements in a simple way. Story facts are facts revealed in the structural elements of a literary work. The facts of the story consist of point of view, language style, symbols, imagination, and also the ways of choosing the title of literary work.

Discussion of the structure of the HSD novel by Tere Liye in this study includes a discussion of themes, characterizations, plots, and settings because these four elements support the story in the HSD novel.

IV. CHARACTER EDUCATION

The characters come from the Latin *kh* characters, *kharassein*, *kharax*, in English characters and Indonesian "characters", Greek characters, from *charassein* which means to make sharp, make deep. In the *Poerwadarminta* dictionary, character is defined as character, character, mental characteristics, character or character that distinguishes one person from another. The name of the sum of all personal characteristics which include things such as behavior, habits, likes, dislikes, abilities, tendencies, potential, values, and patterns of thought (Tafsir, 2011: 11)

Character education is the quality or mental or moral strength, character or character of an individual which is a special personality that becomes a motivator and mobilizer, and that distinguishes it from other individuals (Hidayatullah, 2010: 16).

Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or will, and actions to implement those values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development". In character education in schools, all components (education stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, handling or managing subjects, school management, implementing co-curricular activities or activities, empowering infrastructure, financing and work ethic for all school / neighborhood residents. In addition, character education is interpreted as a

behavior of school citizens who in carrying out education must have character (Sudrajat, 2010).

Character education rests on a basic human character derived from universal moral values (absolute nature) of religion, which is also referred to as the golden rule. Character education has a definite purpose, when it is based on these basic character values. According to psychologists, some of the basic character values include love for Allah. and His creation (nature with its contents), responsibility, honesty, respect and courtesy, compassion, caring and cooperation, confident, creative, hard work and never give up, justice and leadership, good and humble, tolerance and love peace, and love of unity (Ma'mur, 2011: 33)

In order to further strengthen the implementation of character education 18 values have been identified originating from religion, Pancasila, culture, and national education goals, namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love of the Motherland, (12) Respect for achievements, (13) Friendly / Communicative , (14) Love of Peace, (15) Likes to Read, (16) Environmental Care, (17) Social Care, (18) Responsibilities (Ministry of National Education, 2011: 3).

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In the Ministry of National Education (2010: 9-10) identified 18 values of character education include the following:

1. Religious: Attitudes and behaviors that are obedient and implement the teachings of the religion they hold, are tolerant of the implementation of other religious worship, and live in harmony with followers of other religions.
2. Honest: Behavior that is based on efforts to make himself as a person who can always be trusted in the words, actions, and work.
3. Tolerance: Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from him.
4. Discipline: Actions that exhibit orderly and compliant behavior with various rules and regulations.
5. Hard work: Behavior that shows earnest effort in overcoming various learning barriers and tasks, as well as completing tasks properly.
6. Creative: Think and do something to produce a new way or result from something you already have.

7. Independent: Attitudes and behaviors that are not easy depend on others in completing tasks.
8. Democracy: A way of thinking, behaving, and acting that shares the same rights and obligations of himself and others.
9. Curiosity: Attitudes and actions that always try to find out more deeply and broadly from something that is learned, seen, and heard.
10. National spirit: A way of thinking, acting and having insight that places the interests of the nation and the state above self and group interests.
11. Love the motherland: How to think, behave, and act that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political nation.
12. Appreciating achievement: Attitudes and actions that drive him to produce something that is useful for the community, and acknowledge, and respect the success of others.
13. Friendly and cumulative: Actions that show a sense of pleasure in talking, socializing, and cooperating with others.
14. Peace-loving: Attitudes, words and actions that cause others to feel happy and secure in their presence.
15. Reading fondness: The habit of providing time to read various readings that provide virtue for himself.
16. Care for the environment: Attitudes and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred.
17. Social care: Attitudes and actions that always want to provide assistance to others and communities in need.
18. A person's attitude and behavior to carry out his duties and obligations, which he ought to do, towards oneself, society, environment (natural, social and cultural), country and God Almighty.

Hermawan Kertajaya (in Hidayatullah, 2010: 13) argues that character is a "characteristic" possessed by an object or individual. This characteristic characteristic is "authentic" and is rooted in the personality of the object or individual, and is a "machine" that drives how a person acts, behaves, speaks, and responds to things. Even this unique characteristic that is remembered by others about that person, and determines their likes or dislikes towards the individual. Character enables a company or individual to achieve sustainable growth because character provides consistency, integrity and energy. People who have a strong character, will have the momentum to achieve goals. On the other hand, those whose character is easily swayed will be slower to move and unable to attract others to work with him.

According to T. Ramli (in Jamal Ma'mur, 2011: 32) character education has the same essence and meaning as the education of morality and morals. The aim is to shape the child's personality so that he becomes a good human being, that is a good citizen and state. Humans, communities, and good citizens are adhering to certain values that are heavily influenced by the culture of the people and their people. Therefore, the nature of character education in the context of education in Indonesia is the education of noble values that originate from the culture of the Indonesian people themselves, which aims to foster the personality of the younger generation.

Based on the description above, it can be concluded that character education is education that is related to moral and moral education to form the character of each individual in accordance with the objectives of national education. In addition, character education can be interpreted as an education that can build a child's personality that can be associated with children's emotional intelligence. In this study using the opinion of the Ministry of National Education which contains 18 values of character education.

V. CONCLUSION

Character education is currently a topic that is widely discussed in the world of education. Education is one of the processes in which there are rules and procedures that every student must have. Every student has the same responsibility in the learning process. Education becomes the main pillar to advance the nation's next generation for the intellectual development of children. The intellectual development will later shape the personality or character of the child.

Novels as a form of literary work are expected to bring up positive values for the audience so that they are sensitive to problems related to social life and encourage them to behave better. It is expected that the reader (connoisseur of the novel) after reading the novel he can realize a positive message in the novel with a form of good behavior in social life. The novel is also an expression of social phenomena in aspects of life that can be used as a means of getting to know humans and their times.

When the world of education is considered to only pursue and prioritize the academic realm, so that it ignores moral issues and nobility. Literary work in the form of a novel entitled HSD by Tere Liye, seems to be a strategic intermediary for realizing the goal of instilling character education for students because they contain values that must be straightened out. Through the novel entitled HSD, children can do their senses, mental processing, and mental training

intensely so that children indirectly have positive behaviors and habits through the process of appreciation and creation through literary works.

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