

Character Education Values in Pullman's *The Golden Compass*

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Abstract—This study examines the character education values of *The Golden Compass*' characters. This study employs Abrams' (1971) expressive approach with a qualitative method, focusing on how the author's ideas are conveyed in his work. The concept of instructional value by Eyre and Eyre (1993) to classify the research boundaries in the data analysis is also applied. As a consequence of the inquiry, several character education values performed by the characters are classified into two categories: values of giving and values of being.

Index Terms—character education values, Abrams, *The Golden Compass*, educational

I. INTRODUCTION

Almost at all times, literary works are regarded as an entertainment tool where people can enjoy the views, cultural expressions, and social practices of a specific group in a community (Arafah & Kaharuddin, 2019). Authors frequently portray those things in such literary works by presenting ideals and concepts in people's daily lives, as seen in novels, poetry, or short stories (Arafah et al., 2020; Kaharuddin & Hasyim, 2020). People started regarding literary works favourably as reading tools for appreciating the settings, stories, and characters in their spare time (Sunardi et al., 2018). They are rarely regarded as fascinating works giving information about a society's history and cultural and moral values (Andi & Arafah, 2017; Kaharuddin, 2019). Literary work, on the other hand, has more to give. In this regard, Onuekwusi (2013) states that literature is a work of beauty in the form of words that entertain, educate, and inform its readers. As a result, literary works are believed to include many beneficial teachings and crucial sources of information based on reality concerning how people live and the existence of moral values in society (Purwaningsih et al., 2020). Those things are undoubtedly stated clearly and implicitly within the works, which inform or entertain readers and educate them about moral values or how to behave well after they finish reading the works (Arafah & Hasyim, 2019).

Several studies related to literature have already been conducted in order to develop literacy skills (McMaster, 1998; Langer, 1997; Tomovic et al., 2017), teaching social skills (Anderson, 2000; Forgan & Gonzalez-DeHass, 2004; Arafah & Bahar, 2015), teaching language (Türker, 1991; Paran, 2008; Pardede, 2011; Kaharuddin & Rahmadana, 2020; Membrive & Armie, 2020), and analyzing moral values (Zbikowski & Collins, 1994; Ummah et al., 2019). However, there are few types of research on using literature to teach moral principles (Arafah, 2018). On a broad scale, it is believed that literature reveals two key things: what happens in society and the typical features of the characters. Both of these factors cause literary works to operate as a mirror, and we may thus find information on moral values that can be learnt, copied, and even taught in language learners' classrooms (Bohlin, 2005). According to Zbikowski and Collins (1994), literature is an amoral laboratory that depicts human traits and deeds.

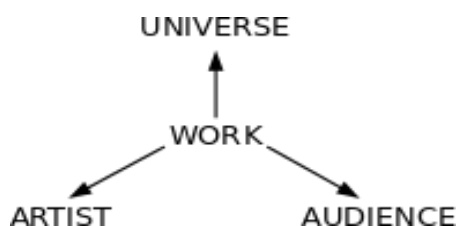
Because of the following reasons, the objective of this study is to depict the possibility of applying moral principles acquired from literary works to pedagogical purposes. First, several scholars have examined moral values studies (Zbikowski & Collins, 1994; Ummah et al., 2019). However, the studies are only concerned with determining the presence or absence of moral principles in literary works. Second, the study findings are essential information that should be followed up on and taught to students in pedagogical contexts because they show unique cultural norms and values that are highly valuable in improving excellent character in social interactions. That typical information should be one of the critical goals of teaching moral Education to FL and L2 learners since it allows them to develop moral characters because literature has the potential to be influential in moral growth (Koc & Buzzelli, 2004). The selection of materials for English Language Teaching is vital because mistakenly choosing objects or materials will result in an unproductive learning process (Arafah et al., 2023). Choosing a good composition of material learning and giving time and effort ended with good teaching management (Arnawa & Arafah, 2023).

In more precise terms, Mustakim et al. (2014) argue that the goal of employing literature in the educational field is to help readers reach their full potential in various areas, including physical, emotional, intellectual, and spiritual development, in terms of the high social standard of a human being. Character education is shown through the characters, their deeds, challenges, or life's journey, which is observed in two ways: explicitly in the description and characters' discussions or implicitly throughout the novel. Implicitly, it is about what a character says and what a character does (Siwi et al., 2022). Hence, many utterances in the text can only be understood under the exact context (Yulianti et al., 2022). In a novel, a character's behaviour and personality elicit a wide range of emotions in the reader (Purwaningsih et al., 2020). According to Purwaningsih et al. (2020), characters are shown in different psychological conditions influenced by the ego.

II. REVIEW OF LITERATURE

Abrams' Expressive Theory

According to Abrams (1971, p. 6), four aspects of literary activity and literary criticism can be observed in the diagram:



Abrams (1971, p. 8) splits literary criticism into four theories based on these four elements: mimetic, pragmatic, objective, and expressive theory. Expressive theory is a theory to evaluate literary works concerning the author. It believes creators have specific points they wish to express through their writings.

Expressive theory, in general, focuses more on the extent to which the author successfully conveys his/her idea as the artwork's creator. Purohit (2013) says that in critical theory, expressive views of art replace mimetic and pragmatic positions. Consequently, picturing the condition of one society or the environment does not become the responsibility of literature anymore. Instead of basing their works on the outside world, authors use this new strategy to present their point of view to the public. Furthermore, Abrams (1971, p. 22) states that the primary feature of expressive theory is viewing literary works as internalized and externalized. It denotes that literary works are created due to the authors' creative process of thinking and emotion. As a result, the primary reference and subject of the authors' works are derived from their brains, or if derived from any other external factor, it is solely from their interpretation or the way they think and look.

From the preceding explanation, it is clear that literary works contain the authors' particular ideas on a particular subject. Authors always use their brains to think of something they are interested in and aim to present it. Thus, they put everything they have into their work. In other words, authors use their works as a media of communication to put their ideas to the readers (Arafah et al., 2023). However, literary works also mirror their author. The authors' manners, behaviour, and attitudes are portrayed in their works. It is an attempt for each author to brand himself by picturing what comes to mind that later becomes an identity or characteristic (Hasyim et al., 2020). Readers can further comprehend them by examining the literary works through the patterns or styles used. It includes using signs and symbols to represent a person, object, event, or others under the branch of semantics (Iksora et al., 2022; Takwa et al., 2022). The authors' particular style is meant to create more exciting writing where the readers feel more attracted (Afiah et al., 2022; Asriyanti et al., 2022).

Character Education Values

Education is an essential part of every human being's life. Education allows people to discover and learn about many new things. It is crucial to learn general information such as science or social sciences and what good and bad things are in life to be a better version of a human being. Sari (2013, p. 154) defines Education as "a broad form of learning a wide

range of knowledge, skills, and habits that are passed down from one generation to the next through teaching, training, or research." People's values, particularly those of young people, can be upgraded through Education.

Formal Education has always been a prerequisite to shaping a person's social standing for a long time. Aside from that, informal Education plays an essential role in moulding a person's personality. Parents educate their children on proper behaviour from infancy. The lessons include life lessons, moral lessons, manners, and skills. According to Murtako (2015, p. 156), moral development should concern all aspects of the educational field, including teachers, schools, government, and parents. This situation is also known as character education.

Education is a noble aim of the nation in Indonesia, as stated in the law. According to Article 4 of the Law of the Republic of Indonesia No. 2 of 1989 on Education, National Education aims to educate the life of the nation and develop the Indonesian people as a whole, that is, people who have faith and are devoted to God Almighty and are virtuous, possessing knowledge and skills, physical health and spiritual, steady and independent personality, and a sense of community and national responsibility. According to the law, the objective of Education is not only to teach essential knowledge to be bright but also to shape a person with value and a positive attitude. A positive attitude results from a high motivation of students' self-efficacy and high learning achievement (Arafah et al., 2020).

Literature, particularly novels, can be used to teach character education values. Using the novel as a literary work in the classroom offers several benefits, including strengthening the reader's critical thinking skills, raising awareness of numerous social concerns, and expanding the reader's knowledge of various cultures and customs (Babae & Yahya, 2014, p. 83). Language as the medium in literature is significant and informative and can help to upgrade communication skills (Kuswanti et al., 2023). Additionally, literary works offer more topics related to nature, the environment, or other popular issues (Arafah et al., 2021). Generally, authors pick a topic based on the current phenomena they experienced or witnessed (Fadillah et al., 2022). The arising of these various topics gives the learners many options to read. Likewise, the broad expansion of technology that has impacted the educational field has made it easier for learners to access literary works through digital platforms (Anggrawan et al., 2019; Arafah & Hasyim, 2023b). It is more because Generation Z pays much attention to digital media very often (Arafah et al., 2023). Social and digital media have become connectors between authors and readers worldwide (Arafah & Hasyim, 2023a; Hasyim & Arafah, 2023a). On the contrary, every beneficial aspect always comes with a destructive aspect, so using digital media still needs to be portioned well (Suhadi et al., 2022).

In general, value in literary works reflects the actual point of view of the author's perspective, which they wish to offer the audience. In this case, the authors use Language as their communication tool for the readers (Asri et al., 2023). As an artwork, literature considers Language an aesthetic aspect (Manugeran et al., 2023). Literary work often uses figurative Language to distinguish its context from another literary work in aesthetically delivering the author's ideas (Baa et al., 2023; Yudith et al., 2023). It is a practical moral message that readers can interpret throughout the novel. Interpretation can be made in various ways depending on the meaning the readers understand (Hasjim et al., 2020). Argues might emerge among the readers due to these different perceptions (Hasyim & Arafah, 2023b). As a part of cultural products, literary works represent reality with numerous sociocultural circumstances (Arifin et al., 2022). It concerns various real-life issues, such as attitude, behaviour, and social manners. Aside from that, literary work as a cultural product can be seen as an emotional channel that can be used to shape the minds and morals of the young (Muassomah et al., 2020, p. 2224). Readers can learn about different sociocultural origins by reading about the characters' ideas, emotions, views, and customs (Arafah, 2018, p. 29). Moreover, literary work is a work that comes from an author's mind where reality is not actual (Sunyoto et al., 2022). Even though literary work is a work of fiction where the events are questionable whether they are true or not, it is sometimes the same as what happens in real life (Mutmainnah et al., 2022).

Furthermore, literary works can be utilized to educate, raise awareness, and explore social issues (Bibby & McIlroy, 2013, p. 19). The value system has become a guideline for a particular society to maintain good behaviours of their people (Takwa et al., 2022). Therefore, cultural values in literary works play an essential role, as these values can shape people's character (Mokoginta & Arafah, 2022).

According to Eyre and Eyre (1993, p. 29), educational values are split into two categories: values of being and values of giving. There are six types of being values: honesty, courage, peaceability, confidence and capability, self-discipline and moderation, and purity and pureness. Giving values are classified into six categories: loyalty, respect, Love, unselfishness and sensitivity, kindness and friendliness, and fairness and forgiveness.

III. METHODS

This study used qualitative research methods. The writer discussed the issues in the novel using this method by gathering all of the data in detail; in this case, the data were in the form of words, attitudes, descriptions, and dialogues. The writer gathered the information through library research. The author read Philip Pullman's work *The Golden Compass* and several books, journals, and other materials relating to this topic. The writer gathered data by attentively reading the novel *The Golden Compass* using the library research method and close reading. The author also read the novel's thesis, journal, and article. The author collected notes on the novel's instructional worth, including the vocabulary, dialogues, descriptions, and narratives.

IV. RESULT AND DISCUSSION

The Golden Compass by Phillip Pullman is a fantasy fiction novel adapted into a film and television series. This appeal stems from Pullman's ability to present such an exciting story of a little girl. He has not only produced an intriguing plot, but he has also presented outstanding characters and characterization. Lyra, the main character in this tale, learned many suitable lessons along the way that can inspire the readers.

Lyra has proven to be an adventurous child right from the start. Initially, she was depicted as an orphan, nurtured by his uncle in a prominent college atmosphere surrounded by lords and intellectuals. That did not, however, make her arrogant or bitter. She was courteous, cheery, caring, and friendly. She rapidly made friends with everyone, regardless of their social standing.

The writer discovered several character education values offered by Pullman in this novel. The writer used Eyre and Eyre's (1993, p. 29) definition of educational value to define the bounds of the findings in this study. The novel's character education ideals are separated into two categories: values of being and values of giving; each category has six points.

Being Beliefs

The value of being means it exists within a person or character and determines their behaviour and how they treat others. As a result, values are classified into six categories: honesty, courage, peaceability, confidence and capability, self-discipline and moderation, and purity and pureness. All six of these facts were discovered by the author of the work.

a. honesty

Lyra Belaqua, the novel's main character, was raised at Jordan Academy in Oxford. As a result, besides her academic sessions, she received some manners instruction. Throughout her voyage, she was honest with everyone she thought was trustworthy. However, Lyra is not the only one who demonstrates integrity. Other characters revealed the truth as well. Farder Coram, one of the leaders of the Gyptian (a fictional ethnic group in the novel comparable to gypsies) who rescued Lyra, was one of these people. He revealed the facts about her biological parents to her. Pullman demonstrates to readers in the novel that honesty makes a strong character. It was sometimes tricky, yet a proper thing to do.

b. Bravery

It was demonstrated by Lyra, who was willing to go to any length to save her companion. She encountered numerous perils on her path, yet she never gave up on doing what she believed was right. Lyra's Bravery included overcoming her fear. She was terrified when she met Iorek Brnison, the armoured bear. He appeared terrifyingly powerful in her eyes, but her dread quickly turned to admiration. Through the work, the author attempts to teach readers that having the guts to do the right thing, even when difficult, is one of the keys to success.

c. Peaceability

Peaceability is resolving conflict rationally and considering the repercussions of action before acting. Lyra demonstrates her capacity to regulate her emotions and make rational decisions in the narrative. The most notable instance of peace occurred when the king of the talking bears captured Lyra. She was terrified since this armoured bear appeared far more vicious than Iorek. Instead of panicking and behaving angrily, she plots her escape quietly. She consulted the altimeter and devised a scheme to deceive the bear king (Pullman, 2017, p. 327). Pullman taught his readers how thinking was vital in constrained circumstances. Tactics and strategy were preferable to haphazard action.

d. capability and assurance

Confidence and capability imply the ability to act and the willingness to endure the consequences. Lyra is almost always sure of what she wants in the story. She did not think twice about heading north to find her pal. Furthermore, she was often confident in her ability to assist others while others thought it was impossible. In this book, the author attempts to teach his readers how confidence in one's ability to succeed impacts the outcome. Nothing was impossible as long as you put in the effort.

e. Self-control and Moderation

Self-discipline and moderation recognize the limits of the body and mind and the ability to manage self-urges. Discipline can also imply refusing to make commitments that you cannot keep. Despite her reputation for being daring, Lyra followed the advice of adults. She admired the adults at Jordan Academy. Lyra, on the other hand, always kept her word. Before travelling with Mrs Coulter, the Master handed her the altimeter (a golden compass that can answer any question), expecting she would keep it safe. The Master made her pledge to keep it hidden, and she kept it. She never mentioned the altimeter to Mrs Coulter (Pullman, 2017, p. 72). The author demonstrated the importance of keeping promises. Breaking promises may cause harm to others.

f. purity

Purity refers to a character's motivation for acting. It can also be used to explain why a character performs specific actions. For example, purity of thought or intention without any negative agenda is a sense of innocence. Lyra grew up in Oxford, where everything is regimented and filled with politics. Nevertheless, she had a normal childhood, free of adult concerns. Apart from that, being overly innocent might be dangerous. Lyra immediately trusted Mrs. Coulter after meeting her. Mrs Coulter's beauty and mannerisms drew her in, and she had no idea she was in danger. Pullman's story demonstrates the goodness of pure intention and the consequences of our acts. Lyra has many problems in the novel because she trusts the wrong people.

The Values of Giving

Others impact the values of giving; it must be practised or delivered before it is considered a given. Giving values are classified into six categories: loyalty, respect, Love, unselfishness and sensitivity, kindness and friendliness, and fairness and forgiveness.

a. loyalty

Loyalty is being true to one's family, friends, country, school, and other groups and institutions to whom one has committed. Lyra, the primary character, and the other characters demonstrated it. Lyra, for example, had an extremely devoted buddy in Roger. They were the best of friends. Roger would follow Lyra everywhere she went. Lyra was also a devoted companion of Roger. When he was kidnapped, she never gave up her search for him. Many more characters remained loyal to Lyra since they demonstrated to be trustworthy. The author tries to educate that loyalty is not for free. It has to be earned and demonstrated.

b. respect

Respect is demonstrated by courtesy, politeness, manners, self-respect, and the avoidance of self-criticism. Lyra was raised in a conservative household in the novel. She was taught manners and how to respect others, especially the elderly, while surrounded by nobles and professors. Lyra's gentle demeanour showed that she respected others around her. She gave concise answers when asked, always remembered to say thank you, and listened to older people. Pullman demonstrated to his readers the importance of manners, especially respect and politeness.

c. Love

The author depicts several types of Love among the characters in the tale. Lyra was raised in Jordan Academy as an orphan. Therefore, she believed Jordanians to be her family. Lyra was a sweet little girl. She cared deeply for her friends and family. In addition to friendship and family love, the author depicts romantic Love between characters (Farde et al.). This novel also demonstrates how a parent's Love never dies. Mrs Coulter, who had been estranged from Lyra for many years, saw her as her mother. Despite being the head of The Oblation Board, which conducted experiments on minors, she never intended Lyra harm.

d. sensitivity and selflessness

Unselfishness is defined as being less self-centred or putting others ahead of one's self-interest. Sensitivity is defined as learning to feel with and for others. Lyra exhibits these attributes throughout her experience throughout the novel. She put her needs aside and prioritized others' needs first. Throughout her attempt to find the lost children, she ignored her pain. She empathized with other people's feelings in order to comprehend their predicament. Pullman stated that one of the numerous ways to comfort someone is to empathize. It was critical to comprehend the circumstances of others in order to make decisions that would not have a detrimental impact on others.

e. friendliness and kindness

It entails treating others with respect and without intentionally injuring them. Throughout the novel, Lyra is shown to befriend everyone without regard for their social status, including the Jordan Academy employees. She was kind to the academy's scholars and enjoyed playing with children of the same age. She enjoyed playing with other youngsters in town and the Egyptians outside the academy. She used to have fun and enjoy her youth by playing games with them (Pullman, 2017, p. 35). The author expresses in the novel that being polite is always more essential than being perceived as challenging. He also demonstrated that friends might be found in unexpected places and from various backgrounds.

f. Justice and forgiveness

The final aspect of the offering was justice and forgiveness. Fairness meant obeying the law. It was a comprehension of the natural repercussions of all actions. Forgiveness is a grasp of mercy, recognizing the futility and bitterness of holding a grudge. Lyra is shown in the novel as a person who forgives her pals when they play games. Aside from forgiveness, the story of Lyra's parents implied that justice would be served and that every deed had repercussions. He taught her readers that they should think about their actions' positive and negative consequences before doing anything.

V. CONCLUSION

To summarize, Phillip Pullman did an excellent job creating this work. It featured a fascinating tale with conflicts and contained many significant teachings that the readers might learn. He did not overtly state these principles within the story, but his readers understood what he was attempting to suggest. This novel can teach many young readers a lot.

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