

“The Educational Values Found In The Novel After Dark By Haruki Murakami”

Kuni Fauziyati

STKIP PGRI Sidoarjo, kunifauziyati@gmail.com

ABSTRACT

The researcher chose the after dark novel by Haruki Murakami as a reference in the research, because there are socio-cultural, educational, moral and religious values in the novel that can build a person's character. This novel tells the background of the darkness of the night, this novel also plays with the themes of the memories, and pasts of each character that explain one by one. The research was intended analyse the educational values in the novel After Dark by Haruki Murakami through pragmatic approach using critical discourse analysis. This research also aimed to analyze the relevance of the educational values in the novel After Dark by Haruki Murakami to character education.

In analyzing the data, the researcher used descriptive qualitative. The researcher used pragmatic approach through critical discourse analysis method. The researcher used herself as the instrument to collecting the data. Data analysis show that the significant result. Many educational values are found such as, social values moral values, socio-cultural values, and religion values. The educational values of After Dark novel by Haruki Murakami had relevance with educational character because it showed some character could build since kid to adult.

Based on this data, the researcher concludes that education values in After Dark novel by Haruki Murakami was good story and relevance with character educational. There are many values can be learnt from it. Character educational is absolutely needed in now days to strengthen the personality of student.

Key words: educational values, character education, after dark, critical discourse analysis

Peneliti memilih novel after dark karya Haruki Murakami sebagai referensi dalam penelitian, karena dalam novel tersebut terdapat nilai-nilai sosial budaya, pendidikan, moral dan religi yang dapat membangun karakter seseorang. Novel ini menceritakan latar belakang kegelapan malam, novel ini juga bermain dengan tema-tema kenangan, dan masa lalu masing-masing tokoh yang menjelaskan satu persatu. Penelitian ini bertujuan untuk menganalisis nilai-nilai pendidikan dalam novel After Dark karya Haruki Murakami melalui pendekatan pragmatis dengan menggunakan analisis wacana kritis. Penelitian ini juga bertujuan untuk menganalisis relevansi nilai pendidikan dalam novel After Dark karya Haruki Murakami dengan pendidikan karakter.

Dalam menganalisis data, peneliti menggunakan deskriptif kualitatif. Peneliti menggunakan pendekatan pragmatic melalui metode analisis wacana kritis. Peneliti menggunakan dirinya sendiri sebagai alat untuk mengumpulkan data. Analisis data menunjukkan hasil yang signifikan. Banyak ditemukan nilai-nilai pendidikan seperti, nilai-nilai sosial moral, nilai-nilai sosial budaya, dan nilai-nilai agama. Nilai-nilai pendidikan after dark novel karya haruki murakami memiliki keterkaitan dengan pendidikan karakter karena menunjukkan suatu karakter yang dapat dibangun sejak kecil hingga dewasa.

Berdasarkan data tersebut, peneliti menyimpulkan bahwa nilai-nilai pendidikan dalam novel After Dark karya Haruki Murakami adalah cerita yang baik dan relevan dengan pendidikan karakter. Banyak nilai yang bisa dipelajari

darinya. Pendidikan karakter mutlak dibutuhkan di zaman sekarang untuk memperkuat kepribadian siswa.

Kata kunci: educational values, character education, after dark, critical discourse analysis

INTRODUCTION

The novel after dark is an inspiring novel. The researcher chose the after dark novel by Haruki Murakami as a reference in the research, because there are socio-cultural, educational, moral and religious values in the novel that can build a person's character. This novel tells the background of the darkness of the night, this novel also plays with the themes of the memories, and pasts of each character that explain one by one. Simple memories, yet presented in such a way.

After dark can also be used as material in literary learning, especially in learning novels. It can also add materials as explain teaching materials to increase social values in shaping the character of students. Currently, the issue of the character of the nation's education is in the public spotlight, especially for the wider community of various aspects of life. As is the case in the community, not a few children and students do deviant acts. depletion of the sense of personality and character of the nation's education. Efforts to improve and build character through education according to Article 1 Point 1 of Law 20/2003: Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state.

The most prominent social value of this novel is about Mari Asai who is still awake in the middle of the night reading a book. She met with the hotel manager, Kaoru who asked for help to translate a victim of violence in a hotel that only spoke Chinese. She is willing to help even though he does not know each other. And she did not ask for compensation for.

This book also has psychological value, 1) How let's get through the night with some events and meetings, 2) about Eri Asai who remains asleep while there is a male figure who has no face in the bedroom. As a moral value, this novel may be more suitable to read for those who are looking for identity.

METHOD

The research method was a way to achieve goals. Existing methods had to be able to formulate ideas and thoughts based on pragmatig approaches. The novel, After Dark by Haruki Murakami, would serve as the primary source for this study. The discourse and textual details of the

work would be carefully analyzed following qualitative method to integrate linguistic descriptions with critical interpretation.

In this study, analyzing educational values in the after dark novel by Haruki Murakami, using Norman Fairclough's Critical Discourse Analysis method, in the analytical text. Studies related to the study of the theory of literature and other references related to the values, culture, and norms that develop in social situations are studied. Critical discourse analysis method is used in research because the focus of this research is focused on the contents of the text in the novel. At this stage, text analysis, looks for or defines text in a novel through dialogue or narrative that has elements of educational values. This is because, in a text it shows not only how an object is depicted, but also how the relationships between objects that are defined generally contain educational value.

As regards the organization of the study, chapter two presents a literature review where in the theoretical framework of the study would be developed. In chapter three, the novel would be analyzed on the basis of the conceptual framework as proposed in chapter two. Chapter four provided a summary of the study and concluded on the findings of the study.

Data is interpreted as a tool to clarify the mind, is fundamentally the source of that information obtained and collected through narration and dialogue in novels and / or short stories by referring to concepts as categories. Data in This research was in the form of dialogues, sentences, and words in the form of a narrative which was a description of the educational values contained in the novel After Dark by Haruki Murakami. The primary data in this research was novel After Dark by Haruki Murakami.

Title : After Dark
Author : Haruki Murakami
Publisher : Harvill Secker
Year : 2007
Page : 201 pages

This section explained how the analysis technique was this research. First of all, the clauses that have been classified are analyzed according to the analysis of dreams as a starting point in free association technique. The analyst would focus on a particular dream symbol and then used free association to saw what other thoughts and images immediately came to a client's mind.

1. Then educational values was described and analyzed based on the critical discourse analysis through social educational values, moral educational values, religion educational values, and socio- cultural values.

2. Furthermore, the results of the relevancies of the educational values educational values of the novel *After Dark* by Haruki Murakami showed that many educational values could be taken.

RESULT

In the novel haruki murakami showed the three main characters, Eri Asai, Mari Asahi and Shirikawa. Each experienced social problems as a result of social environmental pressures that forced him to be insecure, lonely and difficult to talk about the problems at hand.

According to Freud, there were three systems in psychic life, namely; Id, Ego, and Superego. The id was the most basic psychic layer: the region where eros and thanatos came to power. There were innate (sexual and aggressive) instincts. and repressed desires. The Id became the basic material for formation psychic life further. (Freud, 1979: xxxiii). Endraswara (2013: 101) Id was an aspect a dark personality in the human subconscious that had instincts and passions ignorant and seemingly in the form of blind energy.

The ego was formed by differentiation from the id due to its contact with the outside world. The activities were conscious, pre-conscious and unconscious. For the most part the ego were conscious and such as conscious activity may be called: external perception, inner perception, intellectual processes. And the unconscious ego activities were carried out with defense mechanisms. (Freud, 1979: xxxiii). The behavioral ego was based on the principle of reality. The ego was a personality system in action as an individual to direct the object of reality, and run function based on the principle of reality. The ego was the implementative personality, that was in the form of contact with the outside world. (Endraswara, 2013: 101).

Superego, formed through internalization, meant prohibitions or orders that came from outside (caregivers, especially parents) processed in such a way that it finally radiated from within. (Freud, 1979: xxxiii). The growing superego controls the blind Id impulses. The superego was a system personality that had values or rules that were evaluative (on the good bad). (Endraswara, 2013: 101).

Character education, it was really needed not only at school but also at home, in a social environment. The current program was no longer the character of participants from early childhood education to adolescence but also adults. Demanding human resources in the next millennium certainly requires good character. However, character was a key personal goal.

Culture was the truth that there was no human being who lived in a society who was not aware of the recognized cultural values of the community. These cultural values were used as the

basis for giving meaning to a concept and meaning in communication between members of the community. Such cultural place is important in cultural education and national character.

Human intelligence, today, could not only be measured from the ability to master mathematics or used language. There were many other intelligences that could be identified in humans. Meanwhile, according to Howard Gardner (1999) which explains the 9 multiple intelligences, if properly understood, it would make all parents saw children's potential more positively. What's more, parents (teachers) could set up a fun and empowering environment at school.

The concept of Multiple Intelligence taught children that they could learn whatever they wanted to know. For parents or teachers, what is needed is creativity and sensitivity to hone the child. Either teacher or parent must also leave the traditional pattern. Intelligence was not something that was permanent. Intelligence was like a set of skills that could be cultivated and developed. Intelligence was the ability to solve problems, the ability to create new problems to solve, the ability to create something valuable in a society's culture. Through Multiple Intelligence, we could learn the strengths or weaknesses of children and could give them opportunities to learn.

CONCLUSION

There are many educational values that can be taken from the after dark novel by Haruki Murakami. Firstly, Character education is a system for naming character values which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality. National character development can be done through a person's personal character. However, because humans live in a certain social and cultural environment, a person's personal character can only be carried out in the social and cultural environment concerned.

Secondly, Character Education through Multiple Intelligence (Multiple Talent Approach) aims to develop all the potential of students which is a potential development that builds self-concepts that support mental health.

Thirdly, Developing the affective potential of students as humans and citizens who have cultural values and national character. Developing the habits and behavior of students that are commendable and in line with universal values and cultural traditions and national character. Developing a school life environment as a learning environment that is safe, honest, full of creativity, and friendship.

Based on the analysis in this research, the message that the authors of the after dark novel want to convey, namely *eri asai* and *mari asai*, is that in any difficult situation, communication is the

key to all problems. The main support system is the family, regardless of the situation, the main character education comes from the family.

From the above conclusions, according to the author, the educational values in the after dark novel can be used as an example for teachers and school students in Indonesia. For teachers, they can imitate the ideas that do not give up the problems faced by reading and communicating. The teacher can communicate the difficulties of students with parents to find the best solution for students. In addition, school students can imitate the nature and spirit of Takahashi who never give up despite his failure and traumatic experiences, and imitate Mari Asai who is still enthusiastic about school despite being different and proves that education can bring success in the future.

REFERENCES

- Nurdiyantoro, Burhan. 2000. *Teori Pengkajian fiksi*. Yogyakarta:Gajah Mada Press.
- Wellek, Rene dan Austin Warren. 1990. *Teori Kesusastraan* (Terjemahan Melani Budianta). Jakarta: PT Gramedia.
- Pribadi, Galih Wisnu. 2014. *Nilai Pendidikan dalam Novel 5 CM Karya Donny Dirgantoro (Kajian Sosiologi Sastra)*. Skripsi. Semarang: Fakultas Ilmu Budaya Universitas Diponegoro.
- Amalia, Novita Rihi. 2010. *Analisis Gaya Bahasa dan Nilai-Nilai Pendidikan Novel Sang Pemimpi Karya Andrea Hirata*. Skripsi. Surakarta: Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret.
- Cummings, William K. 1984. *Pendidikan dan Kualitas Manusia di Jepang* (Terjemahan oleh Amin Soendoro). Yogyakarta: Gadjah Mada University Press.
- Aziz, Anwar. 2012. *Analisis Nilai-Nilai Pendidikan Dalam Novel Negeri 5 Menara Karya A. Fuadi*. Skripsi. Yogyakarta: Universitas Negeri Yogyakarta.
- Keraf, Gorys. 2007. *Diksi dan Gaya Bahasa*. Jakarta: PT Gramedia Pustaka Utama.
- Murakami, Haruki. 2007. *After Dark* (Terjemahan oleh Jay Rubin). London: Harvill Secker.
- Departemen Pendidikan Nasional. 2002. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Zulfahnur, Z. F., dkk. 1997. *Teori Sastra*. Jakarta: Ditjen Dikti.
- Cummings, William K. 1984. *Pendidikan dan Kualitas Manusia di Jepang* (Terjemahan oleh Amin Soendoro). Yogyakarta: Gadjah Mada University Press.
- Syaripudin, Tatang. 2010. *Landasan Pendidikan*. Sub Koordinator MKDP Landasan Pendidikan FIP Universitas Pendidikan Indonesia.
- Lickona, Thomas. 2013. *Pendidikan Karakter*. Bandung: Nusa Madia.
- Freud, S. (1953). *A General Introduction to Psychoanalysis*. New York: Permabook Edition, p. 27.
- Koentjaraningrat. 2000. *Pengantar Ilmu Antropologi*. Jakarta : Radar Jaya Offset.

- Fairclough, Norman and Ruth Wodak 1997. *Critical Discourse Analysis*. In *Discourse as Social Interaction*, Teun van Dijk, ed.. London: Sage. 258-84.
- Fairclough, Norman 2005b. *Critical Discourse Analysis in Transdisciplinary Research*. In *A New Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity*, Wodak, Ruth and Chilton Paul, eds., John Benjamins Publishing co., USA.
- Weiss, Gilbert and Ruth Wodak, eds. 2002, *Critical Discourse Analysis Theory and Interdisciplinarity*, New York, PALGRAVE MACMILLAN
- Wodak, Ruth 2007. *Pragmatics and Critical Discourse Analysis: A cross-Disciplinary inquiries*. In *Pragmatics and Cognition*, John Benjamin Publishing Company.
- Wodak, Ruth 1996, *Disorders of Discourse*, USA, Longman
- Endraswara, Suwardi. 2003. *Pendidikan Budi Pekerti Dalam Budaya Jawa*. Jakarta:Rineja Cipta
- Gardner, H. (1999). *The disciplined mind : What all students should understand*. New York: Simon & Schuster.
- Gardner, H. (2006b). *Multiple intelligences: New horizons*. New York: Basic Books.
- Gardner, H. Feldman, D.H. & M. Krechevsky, M. (Gen. Eds.). (1998a). *Project Zero frameworks for early childhood education: Volume 1, Building on children's strengths: The 34 experience of Project Spectrum*. Volume authors Chen, J-Q., Krechevsky, M., and Viens, J. with E. Isberg. New York: Teachers College Press. Translated into Chinese, Italian, Spanish, and Portuguese.