

## THE REFLECTIONS OF INDONESIAN NATIONAL CHARACTER AND CULTURAL EDUCATION IN GREAT EXPECTATION

**Tjitra Ramadhani, Yuliarsih**  
Universitas Madura  
Email: [dhanitj83@gmail.com](mailto:dhanitj83@gmail.com)  
[yuliarsih@unira.ac.id](mailto:yuliarsih@unira.ac.id)

### Abstract:

The expression of life through language is often called literature. Values, customs, cultures, and principles people uphold in the society also constitute the main ingredients for the author to make their own literary works. The researcher wants to build positive characters to her students through this novel. This study is intended to achieve the purpose, is to describe the reflections of Indonesian National Character and Cultural Education through *Great Expectations* novel. This study is design to obtain information concerning the current status of the phenomena and it exists at the time of the study. The data source of the study is the novel entitled *Great Expectations* written by Charles Dickens. Also, there are eight reflections of the Indonesian National Character and Cultural Education; those are Religious, Honest, Independence, Curious, Sportive and Respectful, Inclusive and Communicative, Caring and Compassion, and Empathetic. The researcher hopes that the study is able to become meaningful source for the student and the English teacher who wants to conduct the study in literary work.

**Keywords:** *novel, character building, Indonesian national character and cultural education.*

### Introduction

In practical daily living, literature is one of the kinds of art in which it chooses language as the medium to express it. A man of letter can express their imagination by using the problems presented around us (every life), whether is about religious, culture, social, and other condition in this world. Literature is the result of same skill and sensitivity dealing, no longer with everyday occur but with who profounder insight into the life of man (Lerner, 1954: 5).<sup>1</sup>

Literature has its roots in one of the most basic human desires, for instance, the desire for the pleasure. Since the invention of the language men have taken pleasure in the following and participating in the imaginery adventures and imaginary experiences of people.

Furthermore, every man who wants to write the work of literature, he has to appeal and express his feeling, and describe the world around him in the form of language.

---

<sup>1</sup> Lerner, Laurence. 1954. *English Literature: An Interpretation for Students Abroad*. London: Oxford University Press.

The major of human character is huge needs on the resonance of each human; they need to lives between another human and they slave to social needs. Living with the other could give new experiences that bring many purposes in the individuals.

With references to those statements, it is a clear that experiences is inseparable part of literature on even it is substansial thing in creating it. Literature was born because there were some strong want from the author to prove thinking and feeling.

The most popular genre in literary work is prose. This art of storytelling usually called fiction (based on imagination) or non fiction (based on facts). The author of the story can moves freely to explain even the characters' feeling, thought or behavior.

Novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting (Sumardjo, 1998: 29).<sup>2</sup> Although the readers do not yet get the same experience such as in novel, they will get the feeling of the story in the novel, or thinking that they are in novel, and will feeling pity if their lovely character gets some problems. Novel is an invented story in prose, long enough to fill a complete book (Hornby, 1995: 792).<sup>3</sup>

Novel commonly elaborates a story in complex plots. Long narration combined with short dialogues among characters physically characterizes novel. In novel, there are visible relationships and communication among characters' feelings, principles, behaviors, attitudes and environment. Novel consists of two elements, intrinsic element and extrinsic element. The intrinsic element consists of plot, setting, character, and characterization. While the extinsic element is concerned with the world out of the literature system (the subjectivity of the authors in their attitudes, religious, and ways of life).

The researcher's experience in teaching college students especially in teaching prose shows that most of the students are has problems in building their character in learning preferences, includes: habitual, the way of student learning; way of absorbing the materials; teaching learning process; and retaining new information and skills.

Based on what has been mentioned above, the researcher wants to motivate them through a novel. The researcher wants to find a good novel for the class. From several novel selection, the researcher finally decides *Great Expectations* because of similar situation.

The choice on Charles Dickens' novel is not of course without reasonable reason. Firstly, this novel is interesting and breathtaking quality of the story. Secondly, the researcher wants to build positive characters (Character Building) to the students, especially self-reliance, endurance, and courage that related to Indonesian National Character and Cultural Education.

Koesoema (2007: 80)<sup>4</sup> considers personality as feature, or characteristic, or style, or special personality of someone that based on formations from the society, for example the family during the childhood or innate.

---

<sup>2</sup> Sumardjo, Jakob dan Saini K.M. 1998. *Apresiasi Kesusastraan*. Jakarta: PT. Gramedia.

<sup>3</sup> Hornby. A.S, 1995. *Oxford Advanced Learner's Dictionary*. Oxford University Press.

<sup>4</sup> A, Doni Koesoema. 2007. *Pendidikan Karakter: Mendidik Anak di Zaman Global*. Jakarta: Grasindo.

There are 3 (three) goals of character education in Indonesia, states on Pusat Kurikulum dan Perbukuan (2011: 7)<sup>5</sup>, those are: to develop students' potentials with enable them to possess good attitudes; to develop citizens whose characters are in accordance with the values found in Indonesia's five principles or Pancasila; to develop citizens' potentials that promote self-esteem, strong nationalism, and humanity.

The Indonesian National Education's Ministry states that there are 18 (eighteen) values of character building in Indonesian national character and cultural education (Pendidikan Budaya Karakter Bangsa):

- 1) Religious  
Means the act and attitude that connected with religion or a particular religion one's mind, utterance and action must be connected with his belief or religion.
- 2) Honest  
Means the act or deed of someone that is based on the effort to make him self can be believed or trusted in utterance and action by someone else.
- 3) Tolerant  
Means the action of respecting any varieties in the form of physical appearance, behavior, culture, religion, and tribes. Then, allowing something one does not like or agree with to happen.
- 4) Discipline  
Means the act that shows controlled or ordered behavior aimed at producing obedience to rules.
- 5) Hard-working  
Means the act that shows the real or best-effort or use of extra energy and struggle in overcoming obstacles in order to finish the duty as well.
- 6) Creative  
Means think or do something logically to produce the newest result or way from something that have been owned.
- 7) Independent  
Means the act or attitude that do not dependent on something or somebody easily in conducting and finishing duties.
- 8) Democratic  
Means the way one should think, act and conduct based on the same rights and duties between he and someone else.
- 9) Curious  
Means one's act and attitude that always tries to find outsomething that is learned, seen and heard deeply and widely.
- 10) Nationalistic  
Means the way of thinking and acting that give priority of nation's importance or interest on individual's or groups' interest.
- 11) Patriotic

---

<sup>5</sup> Kememtrian Pendidikan Nasional. 2011. *Pedoman Pelaksanaan Pendidikan Karakter (berdasarkan Pengalaman di Satuan Pendidikan Rintisan*. Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.

Means the way of thinking and acting that shows high honor toward language, environment, social, culture, economic, and politic of one's own country.

12) Spotive and Respectful

Means the act and attitude that motivate him self to produce something that is useful to other people, and gives respect and confession to one's success or achievement.

13) Inclusive and Communicative

Means the act that shows happiness when he talks, interacts, and works together with someone else.

14) Peace-loving

Means the act, utterance, and attitude that causes someone else feel happy and save toward his presence.

15) Studious

Means an act and attitude that motivate him self to always like to read very much in order to identify and understand the meaning of the characters and words from written and printed materials to get much information and to improve one's knowledge.

16) Caring and Compassion

Means an act and attitude that motivate him self to always concern about something and sympathy for the suffering of others, often including a desire to help.

17) Empathetic

Means act and attitude of someone who always wants to give contributions and pays attention toward someone else and people in the society that need to help.

18) Responsible

Means act and attitude of someone to conduct his duties that he should do for him self, people, environment (nature, social and culture), nation, and God.

## Methods

The data source of the study is the novel entitled *Great Expectations* written by Charles Dickens.<sup>6</sup> This novel published by Estes and Lauriat, Boston which consists of fifty nine chapters and 537 pages. The data of the study are analyzed in the following steps: first of all, the researcher organized the data into all divisions which are in accordance with the division of novel (the plot of the novel), they are beginning, conflict-complication, climax and resolution. The data of each division are presented, analyzed and concluded. After the data of the whole division have been presented, analyzed and concluded, the researcher mixed tentative conclusion. After consulting with the informant, the researcher makes final conclusion.

---

<sup>6</sup> Dickens, Charles. 1881. *Great Expectations*. Washington: Estes and Lauriat

### Finding and Discussion

This section of the study is aimed at presenting the research findings and discussions committed based on the problem of study namely the reflections of Indonesian National Character and Cultural Education, through *Great Expectations* novel.

Data	Raw Data	Analysis	The Values Reflected
1	<p><i>Ah me! I thought those were high and great emotions. But I never thought there was anything low and small in my keeping away from Joe, because I knew she would be contemptuous. It was but a day gone, and Joe had brought the tears into my eyes; they had soondried. <u>God forgive me!</u> Soon dried</i>                      (Chapter 29, page 344)</p>	<p>Pip was trying to brood and asking to apologize to the Almighty about a mistaken he done to Joe. The sentence <i>God forgive me</i> reflecting that Pip's attitude had a strong idea related with one of the Indonesian National Character and Cultural Education.</p>	Religious
2	<p><i>'You say nothing of her,' remarked Miss Havisham to me, as she looked on. 'She says many hard things of you, but you say nothing of her. What do you think of her?' 'I don't like to say,' I stammered. 'Tell me in my ear,' said Miss Havisham, bending down. 'I think she is very proud,' I replied, in a whisper. 'Anything else?' 'I think she is very pretty.' 'Anything else?' 'I think she is very insulting.' (She was looking at me then with a look of supreme aversion). 'I think I should like to go home.' 'And never see her again, though she is sopretty?' <u>'I am not sure that I shouldn't like to see</u></i></p>	<p>Miss Havisham ask some questions for Pip about Estella. He was a little bit nervous when Miss Havisham bending down to know about his opinion. While Pip was trying to tell the truth, although Estella look straight of him.</p>	Honest

	<i>her again, but I should like to go home now'</i> (Chapter 8, page 84)		
3	<i>'Are you feeling unhappy now?' She asked this question, still without looking at me, but in an unwonted tone of sympathy. I could not reply at the moment, for my voice failed me. She put her left arm across the head of her stick, and softly laid her forehead on it. 'I am far from happy, Miss Havisham: But I have other causes of disquiet than any you know of. They are the secrets I have mentioned.' After a little while, she raised her head and looked at the fire again. 'It is noble in you to tell me that you have other causes of unhappiness. Is it true?' 'Too true' (Chapter 49, page 560)</i>	Pip was making a conversation with Miss Havisham. It's been very long time since they were meet and made a long chat like Pip and Miss Havisham had. Pip, as usual, always replied every question arranged by Miss Havisham. She asked about his life at the present, and Pip replied he's unhappy.	Honest
4	<i>From little Britain, I went, with my cheque in my pocket, to Miss Skiffins's brother, the accountant; and Miss Skiffins's brother, the accountant, going straight to Clarriker's and bringing Clarriker to me. I had the <u>great satisfaction of concluding that arrangement.</u> It was the only good thing I had done, since I was first apprised of my great expectations. (Chapter 52, page 587)</i>	Pip conducted and finished his duties freely, easily and didn't dependant on something or somebody. He arranged his own decision and made an appointment with an accountant with brought a cheque to Clarriker.	Independent
5	<i>'Mrs. Joe,' said I, as a last resort, <u>'I should like to know - if you wouldn't much mind - wherethe firing comes from?'</u>... <u>'And please what's Hulks?'</u> said I. <i>'That's the way with this boy!' exclaimed my sister, pointing me out with her niddle and thread, and</i></i>	Young Pip always tried to ask deeply and widely about someone who called Hulks. He was asked to Joe and his wife, Mrs. Joe Gargery, who	Curious

	<i>shaking her head at me. 'Answer him one question, and he'll ask you a dozen directly. Hulks are...'</i> (Chapter 2, page 18)	and what is Hulks come from.	
6	<i>When I reached home, my sister was very curious to know all about Miss Havisham's, and ask a number of questions. And I soon found myself getting heavily bumped from behind in the nape of the neck and the small of the back, and having my face ignominiously shoved against the kitchen wall, because I did not answer those questions at sufficient length.</i> (Chapter 9, page 91)	Pip was invited by Miss Havisham for the first time. When he just arrived at home, Mrs. Joe Gargery asks a lot of questions to him about Miss Havisham.	Curious
7	<i>'That means you have won.' He seemed so brave and innocent, that although I had not proposed the contest I felt but a gloomy satisfaction in my victory. Indeed, I go so far as to hope that I regarded myself while dressing, as a species of savage young wolf, or other wild beast. However, I got dressed, darkly wiping my sanguinary face at intervals, and I said, 'Can I help you?' and he said 'No thankee,' and I said 'Good afternoon,' and he said 'Same to you.'</i> (Chapter 11, page 129)	Pip meets Herbert for the first time. Their first meeting did not run very well. Pip won the fight, and Herbert was given respect and confession to Pip's achievement. Later, they become a best friend.	Sportive and Respectful
8	<i>'So!' she said, without being startled or surprised; 'the days have worn away, have they?' 'Yes, ma'am. Today is - 'There, there, there!' with the impatient movement of her fingers. I don't want to know. Are you ready to play?' I was obliged to answer in some confusion, 'I don't think I am, ma'am.'</i> <i>'Not at cards again?' she</i>	Pip shows happiness when he talks and interacts with Ms. Havisham. Although she asked Pip harshly, he tried to reply with a good heart. He had strong willing and able to work for Miss	Inclusive and Communicative

	<p><u>demanded, with a searching look.</u>  <u>Yes, ma'am; I could do that, if I was wanted.'</u>  <u>Since this house strikes you old and grave, boy,' said Miss Havisham, impatiently, 'and you are unwilling to play, are you willing to work?'</u>  <u>I could answer this inquiry with a betterheart than I had been able to find for theother question, and I said I was quitewilling.</u>                  (Chapter 11, page 116-117)</p>	Havisham.	
9	<p><u>'That I can not wish to renew that chance intercourse with you of long ago, under these different circumstances. I am glad to believe you have repented and recovered yourself. I am glad to tell you so. I am glad that, thinking I deserve to be thanked, you have come to thank me. But our ways are different ways, none theless. Youare wet, and you look weary.Will you drink somethingbefore you go?'</u>                  (Chapter 19, page 448)</p>	Pip always concerns about something any sympathy for the suffering of others. He didn't mind to help the other though he was a stranger.	Caring and Compassion
10	<p><u>Pitying his desolation, and watching him as he gradually settled down upon the pie, I made bold to say, 'I am glad you enjoy it.'</u>  <u>'Did you speak?'</u>  <u>'I said Iwas glad you enjoyed it.'</u>    <u>'Thankee, my boy. Ido'</u>                  (Chapter 3, page 25)</p>	Pip was pay attention of other people that need to help. He didn't mind to help the convict he met at the churchyard	Empathetic



## Conclusions

The study discussed about the reflection of the Indonesian National Character and Cultural Education, those are: 1) Religious, 2) Honest, 3) Independence, 4) Curious, 5) Sportive and Respectful, 6) Inclusive and Communicative, 7) Caring and Compassion, and 8) Empathetic. The researcher hopes that the study is able to become meaningful source for those who want to conduct the study in literary work, and also could be used as references or additional material for others who want to study about the reflections of Indonesian National Character and Cultural Education.

## References

- A, Doni Koesoema. 2007. *Pendidikan Karakter: Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
- Dickens, Charles. 1881. *Great Expectations*. Washington: Estes and Lauriat.
- Hornby. A.S, 1995. *Oxford Advanced Learner's Dictionary*. Oxford University Press.
- Kememtrian Pendidikan Nasional. 2011. *Pedoman Pelaksanaan Pendidikan Karakter (berdasarkan Pengalaman di Satuan Pendidikan Rintisan*. Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.
- Lerner, Laurence. 1954. *English Literature: An Interpretation for Students Abroad*. London: Oxford University Press.
- Sumardjo, Jakob dan Saini K.M. 1998. *Apresiasi Kesusastaan*. Jakarta: PT. Gramedia.