

Discourse on Character Education of the Main Character Enong in the Novel *Padang Bulan* by Andrea Hirata

¹**Irfan Kholid Sofhan, ¹Hasan Suaedi, ¹Mohamad Afrizal**

¹ Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Muhammadiyah Jember, East Java, Indonesia

*Corresponding Author e-mail: irfankholid2@gmail.com

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Abstract

This study aims to analyze the character education discourse reflected through the main character, Enong, in the novel *Padang Bulan* by Andrea Hirata using F.W. Foerster's character education theory. The methodological approach employed is discourse analysis with descriptive qualitative methods. The research data consist of narrative excerpts and dialogues reflecting the character values of Enong, which are then classified based on Foerster's four main principles: orderliness (discipline), adherence to values (obedience to values), loyalty, and integrity of life (unity of life). The research findings indicate that the character education discourse in this novel is manifested through two main aspects: learning motivation and hard work. Learning motivation is reflected in Enong's enthusiasm for continuously pursuing knowledge, diligence in self-directed learning, and loyalty to her aspirations despite living in economic and social limitations. Meanwhile, the value of hard work is evident in Enong's persistence in bearing the family's economic burden, courage in taking on the role of a tin prospector, and resilience in facing failure without giving up. All four of Foerster's principles are consistently present in Enong's actions and words, demonstrating the integration of moral, intellectual, and social values. This study concludes that Andrea Hirata successfully constructs a humanistic character education discourse through the figure of Enong as a representation of a resilient, independent, and educated woman. These findings are relevant for use as literary teaching materials in character education learning in schools because they contain universal values such as discipline, responsibility, determination, and loyalty to one's aspirations.

Keywords: Discourse; Character education; Literary analysis; Social values

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INTRODUCTION

Education, which is a cultural phenomenon, is closely related to the discourse on education in this novel. The novel features a narrative with imaginary characters and events presented realistically (Widiari, 2022). Education and Women are two phrases rich in values of struggle (Lindawati & Chintanawati, 2021). Education is a tangible tool for societal change aimed at preventing obstacles in life, such as the shackles of poverty and progress alongside other communities (Jamin & Subet, 2025). Educational discourse encompasses the language and communication used to discuss policies, theories, and practices of education, including discussions, analyses, and ideas regarding learning systems. (Ahmadi et al., 2024) state that educational discourse is laden with various interests and the promotion of certain ideologies, leading to social issues. According to Sukma & Atikurrahman (2024), education significantly influences the way society thinks. Besides knowledge, education equips society with the critical and creative thinking skills

necessary to overcome life's challenges. (Meitika et al., 2023) assert that various problems currently afflicting the nation are due to our distance from character.

The author chose the novel *Padang Bulan* because it contains values of character education, such as motivation to learn and hard work, which are present in the narrative. Thus, the author seeks to analyze the discourse on education from the perspectives of motivation to learn and hard work exhibited by the character. Andrea Hirata presents Enong in his work, the novel titled *Padang Bulan*. It tells the story of a 14-year-old girl who becomes the first tin miner in Belitong to support her family after her father's death, leaving school. A distinctive feature of the novel lies in its ability to create a complete yet complex universe (Rismayanti et al., 2020). (Rokhman, 2023) notes that the purpose of education is to shape individuals in terms of their identity, society, religion, and culture. In (Rahman, F. et al., 2023), Yulianto states that the novel represents life through easily understood depictions. According to (Ulinsa et al., 2023), this novel displays the essence and happiness of humanity, showcasing friendliness, sacrifice, and courage, which are commonly found in people, including one of the characters.

According to the theory of Friedrich Wilhelm Foerster or F.W. Foerster (1869-1966), character is the personal qualification of an individual. Character is identity, traits, and consistent qualities. The importance of character lies in its moral quality, ethics, or virtues that serve as a distinctive characteristic driving each individual (Kulsum & Muhid, 2022). Character consists of values that become habitual and stable traits in individuals, such as being hardworking, resilient, simple, and honest. Character is an individual's disposition expressed through daily life behaviors (Sinaga et al., 2021). The formation of character is not solely acquired through knowledge but also through habitual actions based on positive values such as honesty, simplicity, hard work, and resilience. Foerster emphasizes four main principles of character formation: orderliness, adherence to values, loyalty, and integration of life. These four principles are used to identify and interpret the values of character education discussed in the novel *Padang Bulan* by Andrea Hirata.

The discourse in this context is understood through motivation to learn and hard work, which are built through the actions and words of the main character. The importance of motivation to learn is to enhance learning outcomes and to promote the view that motivation is a crucial aspect in the realm of education (Agrifina et al., 2024). Motivation to learn in many individuals is generally triggered by self-image and social interactions (Dhuha et al., 2020). Discourse has a clear beginning and end, thus presented either orally or in writing (Kasanah et al., 2023). Discourse is a formal and organized way of conveying thoughts, whether verbally or in writing (Anwar et al., 2024). (Yanuardianto et al., 2022) state that the concept of character education, according to Thomas Lickona, aligns closely with ethics in the homeland, moral understanding, steadfastness in principles of goodness, and the actualization of values in community activities. One specific challenge, especially in character education in the digital era, is the influence of social media and online content (Sagala et al., 2024). (Putri et al., 2022) state that one of the ways to educate and develop students' character education, particularly in learning the Indonesian language, is through instilling character education values from novels and other sources.

In the novel titled *Padang Bulan*, this research examines two forms of educational character discourse regarding motivation to learn and hard work as reflected through the characters. One example of educational character discourse in terms of motivation to learn is reflected in the following quote: "*Enong duduk di kelas enam SD dan merupakan siswa yang cerdas. Ia selalu menjadi juara kelas. Pelajaran favoritnya bahasa Inggris dan cita-citanya ingin menjadi guru seperti Bu Nizam.*" (*Padang bulan hal. 11. Mozaik 2 Bahasa Inggris*). The part of the quote that demonstrates motivation to learn is "Her favorite subject is English, and she dreams of being like Mrs. Nizam." This sentence shows the motivation to learn, indicating

that the character has a strong drive to study because she enjoys the English subject and wants to master it. Motivation to learn is a state within an individual where there is a form of encouragement to do something in order to achieve a goal (Rahman, S., 2021).

As for the educational character discourse in terms of hard work, this is reflected in the following quote: “*Sampai di rumah, ia menggali pacul dan dulang milik ayahnya dulu, lalu segera kembali ke danau. Ia menyingsingkan lengan baju, turun ke bantaran dan mulai menggali lumpur...* (*Padang bulan hal. 59 Mozaik 9 Perempuan Pendulang*). The part of the quote that illustrates hard work in the novel *Padang Bulan* is found in the sentence, “She rolled up her sleeves, went down to the shore, and began to dig in the mud. She kept digging and digging.” The value of hard work needs to be instilled in every individual, especially in students (Nabila & Israhayu, 2025). Hard work is a behavior that demonstrates a sincere effort to overcome all forms of learning obstacles and to complete tasks better (Widiantari, 2020).

Several comparisons with previous research, according to Prastiyawati, indicate that the novel *Padang Bulan* contains elements of character education, including patience, independence, and responsibility as portrayed by the character Enong. However, that research applied a structural descriptive method or value analysis, which tends to focus more on recognizing values rather than examining the elements of discourse within the text. According to Putri et al. (2022), the study enriches the analysis by adding a psychological perspective related to Enong's motivation and life struggles. However, not much research has linked it with discourse strategies in character education.

This research gap has been addressed by previous researchers, but most of these studies focused on thematic and social aspects, such as portrayals of poverty, educational struggles, and general moral values. Every scientific activity is always based on certain standards or criteria, one of which is value (Afrizal, 2017). Some others have highlighted linguistic styles, narrative structure, and social relations in the novel, but there have not been many studies that deeply examine character education discourse from the perspective of F.W. Foerster's theory. Previous research has utilized character education theories proposed by Thomas Lickona, Ki Hadjar Dewantara. From the perspective of Thomas Lickona's character education theory, the novel *Padang Bulan* contains criticism of social inequality, limited access to education, and gender discrimination that hinder the development of children's character. An environment that fails to support *moral knowing*, *moral feeling*, and *moral action* reflects the weakness of the character education system. However, the character Enong proves that strong character traits such as hard work, responsibility, and a passion for learning can still grow even without sufficient support. The novel's main criticism is directed at a social system that is still unjust and does not fully support the character development of the younger generation. Although these theories emphasize moral values such as religiosity, responsibility, honesty, and discipline, the approaches have not focused on the integration of moral, intellectual, and spiritual aspects, according to F.W. Foerster.

This research presents novelty in two main aspects: the theoretical approach employing F.W. Foerster's character education theory, which is still rarely applied in Indonesian literature studies, particularly in the works of Andrea Hirata; and the analytical approach that combines discourse analysis with character value reading, so it not only identifies values but also explains how those values are articulated through language, actions, and narrative structure.

In the novel *Padang Bulan* by Andrea Hirata, the discourse of motivation to study and work hard is built through the words of the character Enong which reflect her unyielding spirit despite her difficult living conditions. The language she uses is simple and straightforward, yet full of determination and hope, emphasizing that education and effort are the main paths to changing one's fate. Through her words, Enong demonstrates

resilience, courage in facing challenges, and a belief that hard work is stronger than circumstances. Her words not only portray her personal struggle but also become a symbol of spirit and inspiration for others to keep learning and striving despite hardship.

RESEARCH METHOD

The type of research method employed in this study is a descriptive qualitative research method. This descriptive approach aims to describe and interpret the character education discourse contained within the main character Enong in the novel *Padang Bulan*. Descriptive qualitative research is used to elaborate data in the form of words, paragraphs, and sentences regarding the character education discourse found in the novel *Padang Bulan*. The descriptive qualitative method implies that the data analyzed and the results of the analysis are descriptive and not numerical (Nurachmana et al., 2020). Qualitative research methods focus on multidimensional realities, while interactions are interpreted by individuals to understand social phenomena from the perspectives of participants (Iskandar, 2022).

The objective of this research method is to provide an objective and in-depth description of the character education discourse manifested through the actions, words, and experiences of the characters. The data collected consists of sentences, words, and paragraphs. All collected data can serve as keys for conducting the research. The sources of data in this study are divided into two: the primary data source is the novel *Padang Bulan* by Andrea Hirata, published by PT Bentang Pustaka, 12th edition, 2017, which contains 310 pages. The secondary data sources include books, journal articles, and other literature. The techniques for data collection in this research involve reading, marking, and taking notes. The data collection steps include repeatedly reading the novel *Padang Bulan* and noting data related to character education. Content analysis reading involves careful reading that requires understanding and critical thinking (Suaedi & Hardovi, 2021).

Data analysis techniques are carried out by identifying quotes or events related to character education discourse, finding text sections (dialogue, actions, narration) that illustrate character education discourse, and grouping data according to the four principles of F.W. Foerster's character education theory: orderliness, adherence to values, loyalty, and integration of life from the novel *Padang Bulan*.

RESULTS AND DISCUSSION

Results

Based on the data that has been researched, a number of literature reviews on the novel *Padang Bulan* indicate that Andrea Hirata successfully instills character education through the character Enong, particularly the values of motivation to learn and hard work. The analysis of character education discourse in this study uses F.W. Foerster's character education theory. Foerster's analysis emphasizes four main principles of character formation: orderliness, adherence to values, loyalty, and integration of life. The researcher has identified a total of 12 quotes in the novel. The following data is presented through the four principles of F.W. Foerster:

Character Education Discourse: Motivation to Learn Reflected Through the Character Quote Data 1:

"Enong duduk di kelas enam SD dan merupakan siswa yang cerdas. Ia selalu menjadi juara kelas. Pelajaran favoritnya bahasa Inggris dan cita-citanya ingin menjadi guru seperti Bu Nizam." Padang Bulan hal. 11, Mozaik 2)

In Quote 1, the character consistently ranks first in her class. Her favorite subject is English, and she dreams of becoming a teacher like Mrs. Nizam. This quote portrays Enong as a diligent, disciplined student with a very high motivation to learn. Based on the principle of orderliness (discipline) from F.W. Foerster, the character's behavior

demonstrates consistency and responsibility in her studies. She makes every effort to excel in school, exhibiting a high level of academic discipline. From the perspective of discourse, this data illustrates character education discourse transmitted through the narrative of the main character as a role model. The meanings of the character education values contained within include discipline, perseverance, and academic responsibility, which serve as the foundation for the character development of this figure.

Quote Data 2

“Enong menyimpan semua buku, kecuali Kamus Bahasa Inggris Satu Miliar Kata hadiah dari ayahnya dulu. Katanya ia akan membawa kamus itu ke manapun ia pergi. Tangis Syalimah terhambur. Ia tersendu sedan dan memohon maaf pada putri kecilnya itu.” (Padang bulan hal. 35, Mozaik 6)

In Quote 2, the character is depicted as having an emotional and spiritual bond with the book, symbolizing the values of education and family affection. Based on the principle of obedience to values, the character's actions demonstrate her motivation to learn about the knowledge and education passed down by her father. In the context of discourse, the act of keeping the dictionary becomes a symbolic representation of moral discourse, reflecting respect for knowledge and parents. The educational character values illustrated here include loyalty to knowledge, appreciation for education, and respect for the figure who instilled those values.

Quote Data 3

“Aku sering melihat Enong terpana di depan televisi di balai desa menonton film Barat. Ia duduk paling muka. Matanya tak berkedip, bukan menonton film, melainkan melihat orang Barat bicara. Ia tak peduli pada cerita dan tak acuh dengan gagah dan cantiknya bintang film. Ia hanya tertarik melihat orang Barat berkata-kata. Kadang kala ia tersenyum sendiri dan tanpa sadar mengulangi apa yang diucapkan bintang-bintang film itu” (Padang bulan hal. 102, Mozaik 16).

In Quote 3, the character shows curiosity and enthusiasm for learning English. Based on the principle of obedience to values, this curiosity represents a form of respect for knowledge. The principle of orderliness is evident in Enong's habit of repeatedly mimicking the dialogue of movie stars, indicating her diligence in self-directed learning. The principle of loyalty is apparent in her commitment to learning English even without a teacher, while the principle of integration of life emerges from the alignment of her interests, feelings, and learning actions. Thus, the educational character values reflected in this data highlight motivation to learn, a strong desire for self-directed learning, and consistency in developing her abilities.

Quote Data 4

“Ia melepaskan cangkul, lalu bergegas menuju pondok, tempatnya beristirahat. Diambilnya karung kecampang dan dikeluarkannya sebuah buku yang telah kumal. Jika ia menemukan sebuah kata Inggris yang baru, pasti ditulisnya di dalam buku itu. Buku itu sudah semacam kamus yang berisi bermacam-macam kata Inggris, dan sering menjadi bahan tertawaan sesama para pendulang. Sebuah buku, apalagi sebuah buku bahasa Inggris, memang sama sekali tak kena untuk kehidupan para pendulang” (Padang Bulan, hal. 104, Mozaik 16)

In Quote 4, the character demonstrates motivation to learn and perseverance in studying despite their work commitments. The principle of orderliness (discipline) is reflected in her seriousness about maintaining a study routine despite physical labor. The principle of obedience to values is seen in the character's respect and appreciation for knowledge. The principle of loyalty is evident in her continued learning despite often being teased by her peers. In contrast, the principle of unity of life is illustrated by her consistent integration of aspirations with real actions. The educational character meaning derived

from this data is perseverance, personal responsibility, and steadfastness in pursuing education despite limitations.

Quote Data 5

“Enong menyukai katalog, terutama yang di dalamnya mengandung kata-kata Inggris. Dikumpulkannya, dibacanya, tak peduli produk apa pun itu. Kemudian, ia memperlihatkan padaku sebuah katalog yang menawarkan kursus bahasa Inggris” (Padang bulan hal. 143, Mozaik 20).

In Quote 5, it is depicted that the character is always seeking ways to learn, even from simple things. Based on the principle of obedience to values, this action demonstrates her appreciation for knowledge and a strong curiosity. The principle of orderliness is evident in her habit of consistently collecting and reading catalogs. The principle of loyalty is reflected in Enong's commitment to deepening her knowledge of English, while the principle of unity of life is reflected in the harmony between her interests, efforts, and aspirations. The educational character values that emerge here include diligence in learning, creativity in seeking knowledge sources, and consistency in self-development.

Quote Data 6

“Secara aneh, aku terpikat pada minat Enong yang besar untuk belajar dan hobinya yang tak biasa: bahasa Inggris, terutama bagi seorang perempuan pendulang timah yang tak lagi muda. Enong, digarisbawahi, adalah sebuah inspirasi.” (Padang Bulan, hal. 147, Mozaik 21)

In Quote 6, the character demonstrates that the motivation to learn can inspire others. Based on the principle of obedience to values, her high spirit for learning serves as a role model. The principles of orderliness and loyalty appear in Enong's independence to continue learning despite her age, and the principle of unity of life is visible in the alignment of her moral values, actions, and positive influence on her environment. The educational character values reflected in this data include exemplary behavior, moral consistency, and the inspirational strength of the character, showing that the spirit of learning is not limited by age or social status.

Character Education Discourse: Hard Work Reflected Through the Character

Quote Data 7

“Tak perlu digaji, tapi diberi makan, sekali sehari, tak apa-apa. Namun, tubuhnya memang tak tampak seperti orang yang sanggup untuk bekerja. Ia ditolak lagi. Enong tak patah semangat. Ia telah ditolak oleh puluhan juragan. Strategi baju berlapis-lapis rupanya tak mampu mengesankan siapa pun.” (padang bulan hal. 43, Mozaik 6)

In Quote 7, the character exhibits hard work, humility, and strong determination in seeking employment. Based on the principle of obedience to values, Enong upholds the values of responsibility and sincerity in her work. The principle of orderliness is evident in her perseverance in facing rejection. The principle of loyalty is shown through her relentless spirit, while the integration of life indicates the alignment between her thoughts, efforts, and actions. The educational values demonstrated here are hard work, steadfastness, and sincerity in confronting life's difficulties.

Quote Data 8

“Sampai di rumah, ia menggali pacul dan dulang milik ayahnya dulu, lalu segera kembali ke danau. Ia menyingsingkan lengan baju, turun ke bantaran dan mulai menggali lumpur. Ia terus menggali lumpur. Ia terus menggali dan menggali. Ia berkecipak seperti orang kesurupan. Keringatnya bercucuran, tubuhnya berlumur lumpur. Ia mengumpulkan galiannya ke dalam dulang, mengisinya dengan air, dan mengayak-ayaknya. Sore itu, pendulang timah perempuan pertama di dunia ini, telah lahir.” (Padang bulan hal. 59, Mozaik 9)

In Quote 8, the character demonstrates hard work and determination to help her family without relying on others. The principle of obedience to values is evident in her

sense of responsibility toward her family, while orderliness is shown through her disciplined work without complaint. The principle of loyalty is reflected in her persistence and tenacity, and the principle of integration of life illustrates Enong's courage in facing the social stigma of female miners. The educational values reflected here are hard work, bravery, independence, and steadfastness in the face of social pressure.

Quote Data 9

“Dengan jemari halusnya, Enong belajar menggenggam gagang pacul. Ditariknya napas dalam-dalam, digitinya kuat-kuat ujung jilbabnya untuk mengumpulkan segenap tenaga kecilnya. Diangkatnya pacul yang besar, lalu dihantamkan ke tanah yang liat. Lumpur pekat terhambur ke wajahnya. Begitu berulang-ulang, seharian, sampai melepuh telapak tangannya. Ia mendulang timah sampai terbungkuk-bungkuk. Kadang ia limbung karena tak kuat menahan berat dulang.” (Padang bulan hal. 70, Mozaik 11)

In Quote 9, the character portrays the spirit of hard work, as well as the physical and mental struggles of a woman doing heavy labor. The principle of obedience to values is evident in Enong's bravery to learn something new, while the principle of orderliness shows her self-control and determination. The principle of loyalty is presented through her fighting spirit without giving up, and the principle of integration of life is visible in her sincerity and moral consistency. The educational character values here are hard work, responsibility, perseverance, and an indomitable spirit in facing suffering.

Quote Data 10

“Ia menghantamkan cangkul beratus ratus kali pada lumpur yang pekat dan membakar semangatnya sendiri dengan menggumam sacrifice, honesty, freedom! Lalu, ia terkejut melihat serpih tanah berwarna hitam. Digenggamnya tanah itu. Air dan pasir meleleh di sela jemarinya, namun tak diikuti bulir-bulir hitam di cekung telapaknya. Ia terbelalak karena menyadari hukum kimia yang sangat sederhana, yaitu air tak dapat membawa bulir-bulir legam itu lantaran berberat jenis lebih dari pasir. Diraupnya lagi segenggam tanah, dibiarkannya air dan pasir meleleh di sela jemarinya, diangkatnya tinggi-tinggi hingga berjatuhan di wajahnya. Ia gemetar melihat sisa lapisan di telapaknya: bulir yang legam, bernas, berkilau-kilau, dan berberat jenis lebih dari pasir. Maka, benda itu, tak lain tak bukan, adalah timah!” (Padang bulan hal. 73, mozaik 11)

In Quote 10, the character displays a spirit of hard work and moral awareness in her labor. The principle of obedience to values is reflected in universal moral values such as sacrifice, honesty, and freedom. The principle of orderliness emerges through her patience and discipline, which yield results. The principle of loyalty is reflected in her consistency in upholding noble values, and the principle of integration of life is seen in the blend of knowledge, experience, and moral values. The educational character values that emerge are hard work, honesty, scientific reflection, and moral integrity.

Quote Data 11

“Bersemangat setelah mendapat timah pertama, Enong semakin giat bekerja. Ia tidak tahu, dipasar, di balik gelapnya subuh, pria-pria bermata jahat di tempat juru taksir itu telah bersiap membututinya. Mereka ingin mengintai lokasi enong mendapat timah. Enong melintas dengan riang sambil menyanyikan lagu If you’re happy and you know it, clap your hands. Lima pria menjaga jarak dengan cermat dan bersepeda dengan diam-diam dibelakangnya. Di luar kampong, Enong memasuki jalan setapak menuju hutan, Kelima pria itu menyebar.” (Padang bulan hal. 85, Mozaik 13)

In Quote 11, the character shows traits of hard work, perseverance, and optimism. The principle of orderliness is evident in her stable working spirit, while the principle of obedience to values is reflected in her joy and sincerity in working. The principle of loyalty emerges when the character continues her work despite facing threats, and the integration of life is reflected in her courage to face risks for the sake of her life goals. The educational character values here are perseverance, an indomitable spirit, sincerity, and moral courage.

Quote Data 12

"Enong terus bekerja tanpa hasil. Semuanya menjadi semakin sulit karena ia hanya mampu menggali pada lapisan dangkal, jarang sekali timah ada disana. Timah di tempat itu telah diraup belanda, maskapai timah, dan pendulang lelaki lainnya. Ia berusaha menemukan lokasi baru." (Padang bulan hal. 72, Mozaik 11)

In Quote 12, the character illustrates steadfastness and a spirit of hard work in the face of failure. The principle of orderliness is evident in her patience, and the principle of obedience to values is reflected in her self-awareness to keep striving despite limitations. The principle of loyalty is evident in her spirit to seek new solutions, and the integration of life shows her social awareness of the community's struggles. The educational character values presented here are hard work, steadfastness, patience, and an indomitable spirit in facing challenges.

Discussion

The findings of this study, which explored the discourse on character education in Andrea Hirata's *Padang Bulan* through the lens of F.W. Foerster's character education theory, contribute to the broader understanding of how literary works can serve as tools for instilling moral values. The results align with previous studies that emphasize the role of literature in promoting character education, particularly in the context of Indonesian literature. By applying Foerster's four principles—orderliness, adherence to values, loyalty, and integration of life—this study demonstrates how these character education elements are embodied by the protagonist, Enong. The character's journey of perseverance in the face of adversity and her relentless pursuit of education serve as powerful illustrations of how motivation to learn and hard work can shape one's character. This is consistent with findings from other literature-based studies that highlight the transformative potential of literature in fostering resilience, responsibility, and self-discipline (Putri et al., 2022; Rahman, 2023).

Enong's strong motivation to learn, reflected in her admiration for English and her aspiration to become a teacher, exemplifies the importance of intrinsic motivation in educational discourse, as discussed by Agrifina et al. (2024). Her consistent efforts to excel despite external challenges, including social and economic barriers, align with the educational values of discipline and responsibility. These values, as articulated through her actions and words, are not only central to her character development but also mirror the broader societal values that literature can impart to readers. This study, therefore, builds upon previous research by focusing on the integration of these values in character education discourse, using a narrative analysis approach that emphasizes the practical application of these virtues in real-life contexts.

Moreover, the concept of hard work in *Padang Bulan*, as depicted by Enong's role as the first female tin prospector in Belitung, highlights the intersection of gender, education, and social mobility. Enong's resilience in the face of failure and her refusal to give up, even when faced with rejection and harsh conditions, reflect Foerster's principle of loyalty and unity of life. This principle is particularly significant in the context of character education, as it emphasizes the integration of personal beliefs with actions in the pursuit of one's goals. These findings support earlier work by Meitika et al. (2023), who argued that character education in literature often serves as a means of reinforcing societal norms and promoting individual responsibility. Enong's story demonstrates that education and hard work are key factors in overcoming social inequality, a theme that has been central to other studies on character education in literature (Rahman, 2021; Widiantari, 2020).

While the findings of this study corroborate many of the established views on the role of literature in character education, they also offer new insights into the practical application of Foerster's character education theory in analyzing literary texts. Previous studies have often focused on the thematic elements of character development or used structural approaches to analyze values in literature (Prastiyawati, 2020). However, this study's unique contribution lies in its use of discourse analysis, which not only identifies

character traits but also examines how these traits are articulated through language, actions, and narrative structure. This approach enhances the understanding of how literature can function as a pedagogical tool for character education, particularly by illustrating the moral, intellectual, and social values through the protagonist's journey.

In comparison to previous studies, the application of Foerster's character education theory in this research offers a more holistic view of character formation, which extends beyond mere value recognition to an in-depth understanding of how those values are embedded in the narrative. This methodological innovation bridges the gap between literary analysis and educational theory, providing a framework for future research in character education through literature. Additionally, the study's focus on the novel *Padang Bulan* introduces a new perspective on Andrea Hirata's work, highlighting its potential for character education in Indonesian literature. While much of the existing research on Hirata's novels has concentrated on their portrayal of social struggles and educational themes, this study emphasizes the moral and educational aspects of the characters' development, offering a new dimension to the analysis of his work (Sagala et al., 2024).

Despite its contributions, the study also acknowledges certain limitations. One of the main constraints is the subjective nature of discourse analysis, which may result in varying interpretations of the character values presented in the text. Additionally, while Foerster's theory provides a solid theoretical framework, it may not account for all the nuances of character development, especially in the context of a culturally rich and diverse novel like *Padang Bulan*. Future research could expand on this study by exploring how other character education theories, such as those proposed by Thomas Lickona or Ki Hadjar Dewantara, might offer different insights into the character development of Enong and other characters in Hirata's work.

Furthermore, while the study primarily focused on Enong's character, future studies could benefit from examining other characters in *Padang Bulan* to gain a broader understanding of how character education is portrayed in the novel. Additionally, comparative studies between *Padang Bulan* and other works by Andrea Hirata could reveal deeper insights into the recurring themes of education, resilience, and social change in his literary corpus. These efforts could help further enrich the discourse on character education in Indonesian literature, expanding its applicability to educational contexts beyond the novel.

This study underscores the value of *Padang Bulan* as an educational resource, particularly in promoting character education through its portrayal of motivation to learn and hard work. By applying F.W. Foerster's character education theory, the research not only highlights the importance of discipline, loyalty, and moral consistency in shaping a resilient and educated individual but also offers a novel approach to analyzing literary texts for educational purposes. The findings suggest that literature, when analyzed through a discourse framework, can serve as a powerful tool for instilling essential character values in students, making it a valuable resource for educators in fostering character development.

CONCLUSION

Based on the discourse analysis of the novel *Padang Bulan* by Andrea Hirata, it can be concluded that the character represents an ideal depiction of humanistic character education discourse. The character values articulated throughout the novel include motivation to learn and hard work, which are consistently elaborated through the narrative, actions, and dialogue of the main character. Utilizing F.W. Foerster's character education theory, this study finds that the four principles of character formation—orderliness, obedience to values, loyalty, and unity of life—are harmoniously manifested in Enong. First, orderliness (discipline) is evident in Enong's perseverance in studying and

working without giving up, even when facing various obstacles. Second, obedience to values emerges in Enong's adherence to moral values such as responsibility, appreciation for knowledge, and honesty. Third, loyalty is reflected in Enong's commitment to her aspiration of becoming a teacher and her steadfastness in upholding her principles amid social and economic pressures. Fourth, unity of life is observed in the alignment of her thoughts, feelings, and actions in her struggle to seek knowledge and provide for her family.

Through this discourse analysis, Andrea Hirata presents character education as a process of developing a well-rounded individual, both morally, intellectually, and socially, through life experiences filled with struggle. The character represents the notion that true education is not solely acquired from formal schooling but also from the motivation to learn and hard work in upholding the values of goodness. Thus, this study emphasizes that the novel Padang Bulan holds great potential as a character-educational medium, particularly within the context of literature teaching methods in schools, as it fosters moral values, resilience, a spirit of learning, and strong character among students through the example of an inspiring and contextual character.

RECOMMENDATION

Future research is suggested to expand the study by examining other works of Andrea Hirata or comparing them with different character education theories, such as those of Lickona and Ki Hadjar Dewantara, to provide a broader perspective. The findings of this study can also be utilized in literature learning at schools as a medium for instilling values of discipline, responsibility, hard work, and determination through the character of Enong. However, similar studies may encounter challenges such as subjective interpretation, limited references on Foerster's theory, and differences in socio-cultural contexts that may affect the meaning of character values. Therefore, future research is encouraged to apply interdisciplinary approaches and data triangulation to achieve more comprehensive and valid discourse analysis results.

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