

CHARACTER EDUCATIONAL VALUE IN NOVEL-NOVEL "HARRY POTTER" J. K. ROWLING WORKS

(Hermeneutic Structural Review)

Poppy Dewi Puspitawati¹, Emzir², Sabarti Akhadiah³

Ministry of Education and Culture

Universitas Negeri Jakarta

Universitas Uhamka

poppy.puspitawati@yahoo.com

emzir@unj.ac.id

sabartiakhadiah@yahoo.com

Abstract

The purpose of this research is to gain a deep understanding: 1) The novel structure consisting of theme elements, plot, background, characterization and the message contained in J.K. Harry Potter novels Rowling. 2) The values of character education that include mindset, behavior, attitude, creativity and interest in J.K. Harry Potter's novels Rowling. And 3) The values of character education are viewed from the structural angle of hermeneutics contained in J.K. Harry Potter's novels. Rowling. This research uses qualitative approach with content analysis method, through hermeneutic study based on textual hermeneutic and cultural hermeneutic. The findings of the overall research values of character education in J.K. Harry Potter's novels Rowling's review of hermeneutic studies consisted of: the pattern of pikers amounted to 46 or 58.9%, attitudes amounted to 68 or 94.35% behavior 51 or 53.7%, interest amounted to 30 or 44.6%, and creativity amounted to 42 or 48, 5%. Based on the above data can be concluded from the three of Harry Potter's novels by J. K. Rowling the most is the attitude amounted to 68 or 94.35%. In the development of the story in J. K Rowling's Harry Potter novels emphasizes attitude. Meanwhile, the value of education as the least interest emerging amounted to 30 or 44.6%.

Keywords: educational value, novel, and structural hermeneutic

National education functions to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent , And become a democratic and responsible citizen (Building Intelligent and Strong Indonesians).

In harmony with the development policy that puts the development of human

resources as an asset of national development, it is fitting to be prepared quality human resources in the face of globalization era. But in fact, very far from the hopes and ideals of founding fathers, Ir. Soekarno and Drs. M. Hatta. The world of education in Indonesia is in a very critical state. In addition, compared to some other countries Indonesia ranked the bottom four in reading ability in Reading Achievement for fourth grade at Progress in International Reading Literacy Study (PIRLS) 2011.

One result of the decline in education is the lack of reading culture. That is the importance of reading for mankind, so it appears in Surat Al 'Alaq verses 1 and 3 (in the holy book of the Qur'an, which means: "Read by the name of your Lord who created!" Read and Your Lord is the most gracious. (Seonaryo, 1986: 1079) Based on Al 'Alaq verses 1 and 32, it can be concluded that the Almighty Allah Almighty has advocated for mankind to always increase their knowledge through reading ability, reading skill is the key of science. We must always read and read in order to always improve science and add insight.

In the 70s or 80s, school students from elementary to high school levels were required to read literature, from literary works of the New Pujangga Generation to the latest work of the time. At that time, print and electronic media were not developed yet Reading is still an alternative entertainment for students. Unfortunately, along with the development of the era and the era of globalization, print and electronic media has been so rapidly growing, at this time that young people or children no longer have the interest to read. Even if there is interest in reading children or teenagers are more likely to read comics. Children and even those who are already student level more familiar figures such as Detective Conan, Sinchan, and Doraemon than the characters Siti Nurbaya, Malin Kundang and so on.

The ability to read the Indonesian people are in a low position, even famous literary, Taufik (2004: 23) Ismail had stated that the Indonesian nation shorts reading and rheumatic writing, so it will be worse later became a nation that is blind reading and paralyzed writing. Indonesia actually has the potential To be a developed nation through reading. The lack of reading level can affect the deterioration of the quality of education as stock for the future. When it comes to education, it will relate to a holistic and orderly system from the learning process, religious life, the use of mind-set, individual ability, values and morals, ethics, manners, and attitude in social life that holds in life Society from a positive and beneficial side.

Currently education in Indonesia prioritizes the mastery of scientific aspects, intelligence, and neglect character education. Knowledge of the moral rules derived in moral or ethical education in schools is increasingly being abandoned. As Marvin Berkowitz (1998) puts it, most people are starting to stop paying attention to how

education can impact a person's behavior. That is the biggest flaw of education fails to bring generation of nation's children with strong character. Education should be able to create a generation of strong character, because humans can actually be educated, and humans are basically animal seducandum, the "beast" that must and can be educated. (Binsar A.Hutabarat, http://www.reformedcrs.org/ind/articles/karakter_bangsa_dulu_dan_kini.html, downloaded on 21 April 2016, at 23.00 WIB)

In social life in society, no doubt is the moral condition, mental, mindset, ethics, and values held by the nation's successor teenagers in this country in a status of concern. The youth should be at the forefront of applying good intellect and character (akhlakul karimah) as the hope of the nation.

Teenagers who should be the founders and successors of the nation, at this time, precisely the reality is in the decline of morals and ethics. We hear a lot in the television media and read in the mass media about what many young people in the country do. Starting from the action of brawl between learners that almost every time we hear, drug cases that make the teenagers as the main target, rape of fellow students, free sex, alcohol consumption, murder with mutilation, and the last sticking to the community is the behavior of youth Which calls the "Motorcycle Gang" that disturbs society and public order.

The phenomenon of moral and ethical degradation that is rife around us clearly worsen the image of teenagers and the image of this Indonesian nation. Therefore, it takes serious efforts from all interested parties in education to restore the character of the nation so as to be able to give birth to a nation that is intelligent and glorious. Character is the identity of a person who is settled so that someone or something is different from others. Character refers to a set of attitudes, behaviour, motivation, and skill.

Early education system in Indonesia is still oriented to the development of the left brain (cognitive) and less attention to the development of right brain optimization (affective, empathy, and taste) as an important role of character development. In practice, subjects related to character education such as character and religion emphasize more on aspects of the left brain (memorization or just knowing). (Muslich: 2011: 36) If we refer to the above opinion, then the success of the education process is not just on the determination of subjects and materials taught. The utilization of mindset, values and norms, character, ethics, religious life, which is related to character education, is also something that needs to be achieved in educational objectives. Human intellectually and academically superior, no better if not accompanied by a positive character and can be accepted by social norms and manners.

Therefore, it needs to be instilled character education in which contains adab, then integrated in the activities of adolescents with their lives, or students in learning. In this case, of course, can take advantage of literature learning as a reference of learning that

has the nature of inspirational, creative, and a benchmark of life with his personality through stories of characters who have a positive character.

Literary learning can flourish and its value can be directly perceived by students because literature contains potentials toward humanity / life and universality. In successful works of literature, there is a total expression of the human person which includes the levels of biological, social, intellectual, and religious experience. Such values are needed by teenagers or children today. The value is as a result of a sharp observation of the authors who poured in the literary work. Reality in the symbolization of literary works can be given a new interpretation. Furthermore, that interpretation can evoke new aspirations for the reader / society. (Sutomo 1994: 15)

From the beginning until now, literary works can be used to develop the insight of nation thinking. This means that writers participate in efforts to educate the life of the nation. A writer can give a response as well as an assessment of what happens in modern society. These responses and judgments are primarily concerned with socio-cultural events and the norms of life. (Wardiman 1998: 13)

For the reader, the literary works can inspire people's feelings to think about society and human problems. Reading a literary work can enable a person to get input on humanity or society, giving rise to the mind and motivation to do something for people or society. In human beings as individuals and members of society, there is concern for what society faces. If that concern arises, by itself it will do things to change and improve people's lives. Thus, literature can play a role in the process of change in society. The process of change, among others, can (1) generate the much-needed reading habits in the era of scientific and technological progress; (2) generate sympathy for the suffering of society and strive to overcome it; (3) to establish an ethical and moral culture in life as God's creatures, members of society and personality; And (4) love the truth, courage, honesty, fortitude and toughness that is needed in development. On the one hand, through literary works, society or adolescents can become aware of important issues within themselves and realize that they are responsible for changing themselves.

Djojuroto (2000: 12) suggests that literary charm in modern society as follows: a) literature can refine the soul; B) literature can motivate people to think and do for the sake of development of themselves and society; C) literature encourages the emergence of awareness, openness, and community participation in development; D) literature encourages people to apply good and noble morals in life; E) literature awakens man to his duties and obligations as God's creatures, social beings, and personal; F) literature stimulates scientists to engineer, invent and discover new science; G) literature serves as a vehicle for disseminating advances in technology and informatics; H) literature raises a broad insight for its readers so as to be able to act and behave as a qualified modern

human being; I) literature in addition to preserving the value of civilization of the nation, also encourage the creation of a civilized modern society (civil society); J) literature can motivate the growth of global changes; k) literature can humanize human beings; L) literature can introduce universal human values; M) exercise emotional intelligence; And n) sharpen reason.

If at the beginning it has been explained that our teenagers are now minimally reading materials whose nature can be a good and characteristic example of behavior, then by using novels we can freely determine which characters will be studied and used as prototypes of good character representation for example And imitated, and applied in everyday life.

Just over the last few years, there has been a considerable change. In the United Kingdom, a novel is booming, even its own writer J.K. Rowling, as surprised by the change in reading the novel, that is after the birth of a Harry Potter book by a British woman writer named J.K. Rowling. Children from different parts of the world are willing to line up long for the purchase of the book. It can not be denied that the Harry Potter fever is everywhere, from books, movies, posters, even to dinnerware or schools created to Harry Potter fans.

Harry Potter's novel is a work of literature in modern times that much loved by children in the world. Children who usually do not like to read text, or prefer reading comics, now do not want to be bothered to read without drawing a minimum of 350 pages, even Harry Potter volumes 5 to 1200 pages thick (Indonesian edition). The phenomenon raises the question, "What's wrong with Harry Potter?"

JK Rowling has published 7 Potter Harry Potter Novels entitled (1) Harry Potter and the Pilosopher Stone, (2) Harry Potter and the Chamber of Secrets, (3) Harry Potter and the Prisoner of Azkaban, (4) Harry Potter and The Goblet of Fire, (5) Harry Potter and the Order of the Phoenix, (6) Harry Potter and the Half Blood Prince, (7) Harry Potter and the Deathly Hallows. Related to Indonesian literary works, these seven novels are not all received whole or complete with the original language, mostly translated into Indonesian first.

From the description of the novels that boom and remember the appeal of teenagers or children in reading the novel. Thus, in addition to adding knowledge, through this novel children will also gain a broader insight and positive benefits of positive values contained in the novel. In addition, character building is also things that need to be grown and realized by the children in life daily. Therefore, the authors feel the need to arrange a dissertation with this issue as the main discussion so that the concept of character education is not only present in theory but there is also internalization and real action in everyday life.

Based on the period of literature or the development of the child's age and psychology in the Harry Potter novels, the researcher discusses three novels in this study: (1) Harry Potter and the Pilosopher Stone, (3) Harry Potter and the Prisoner of Azkaban, and (6) Harry Potter and the Half Blood Prince. Based on these novels, this disertation discusses the values of character education in the Harry Potter novels in terms of structural studies of hermeneutics.

Understanding Novel

The novel is one form of prose discourse that long and contains a series of stories about a person with the surrounding environment that accentuate the character of each actor in particular that is connected directly or indirectly with the main actors. According to Welleck and Warren cited by Djojuroto (2000: 22) that the novel refers more to a higher reality and deeper psychology. While Marshall and Beach stated "A novel so often portrays characters in a process of change and development ..." it means the novel describes the actors in development and change. Beach and Marshal (1990: 229) explains that a novel can be seen from four perspectives, A Textual Perspective, The Social Perspective (social relations between actors in text and reader with text), The Cultural Perspective (reflection of the cultural values held by the principals in the text), and A Topical Perspective (the understanding of the text on the topic discussed on the basis of knowledge). Novel as a structure, novel is a paper that has characters or people who play a role in the story, chronological flow of the story, setting or place and time where the events in the novel took place, and the various problems accompanied by the solution. Different opinion expressed by Nurgiyantoro said that a novel is a totality, a whole that is artistic.

That is, as a novel totality has sections or elements closely related to each other. These elements are intrinsic and extrinsic. The intrinsic element is the elements that build up the literary essay from within. Among the theme, plot, background, character, characterization, and message, while the extrinsic element is an element that is outside the literary essay. Extrinsic elements include moral values, social values, cultural values, religious values, educational value. Djojuroto (2000: 20) says that the novel is a prose-shaped story in a broad size. Size here means the story with complex plot / plot, many characters , Complex themes, diverse characters, and various story settings as well.

Novels include a type of literary-shaped works (formal) prose fiction narrative in addition to romance and short stories. Most definitions of the novel tend to be tactical, ie the definition is incomplete indicating what is the true nature of the novel. Nevertheless, the tactical definition is not wrong if the understanding is to which aspect of the definition

and can also explain things about how an author treats his own work.

To explain the nature of the novel, literature experts often compare it with romance. The difference between the two. According to Clara Reeve in Welleck and Warren (1989: 25), it is that the novel is a picture of life and real behavior at the time the novel was written; While romance is written in a glorious and beautified language, describing what has never happened and is not possible. The essential difference between novels and novels lies in the conception of characterization. The creator of romance does not seek to create "real people" as a figure of stilis that develops into the archetype psychologically. Certain character elements are released in the novel that make it, naturally, into a more revolutionary form than the novel. The novelist treats the character personally, with the character wearing his persona or social mask. It requires a stable society framework. The romance writer treats character individually, with an idealized or imagined character, and however he may be conservative, something nil and uncontrollable. (Frye 1967: 33)

According to Shroder (1967: 15) thematically, anti-hero novel, while romance shows hero's character to the protagonist. Indeed, life in literature can be embellished, mocked or portrayed in contrast to reality because literary work is a planned life selection with a specific purpose but is not intended to be regarded as something that really happened. However, literary works are not as bizarre as reality, even showing more truth. Certain sections of the story can be true to reality, except the whole. (Welleck and Warren, 1989: 277)

The novel is a modern narrative fiction that flourished in the mid-18th century. The novel takes the form of prose that is longer and more complex than the short story, which expresses something about the quality or value of human experience. The problems contained in the novel are derived from patterns of life known to man, or a set of life in an exotic and imaginative time and place.

According to Taylor (1981: 46-47) the novel creates an illusion of the actual reality or makes the world of fiction artificial so that our attention is directed to an imaginative relationship between the problem or theme of the novel and the real world that we actually live in. By citing Hawthorne, Abrams (1971: 110) explains that the novel is more characterized by its fictional endeavors that attempt to bring about a realistic effect, representing a complex character with mixed and rooted motifs in social class, occurring in a social class structure that is progressing towards the higher , Interaction with some other characters, and tells about everyday life. The reader can understand the ideas and expressions conveyed, so they can be enjoyed well. The novel can also be viewed as a genre, which is a literary work as a textual texts called intertextual. The novel as a series of texts or genres has a schematic structure and a generic structure corresponding to the type of text used in the novel. According to Sumarlan (2003: 20) there are several genres

that are often used in novels such as narrative, procedural, hortatory, expository and description.

Thus it can be concluded that the novel is a type of literary fiction-shaped works written based on the reality of life and describes the actors in development and change by representing a complex character and characterized by the existence of conflicts.

Understanding the Value of Character Education

According to Koyan (2000: 12), value is everything that is valuable. According to him there are two values, namely the ideal value and the actual value. Ideal values are the values that become the ideals of each person, while the actual value is the value expressed in everyday life. Kohlberg in Zuchdi (2003: 3) classify the value into two, namely the objective value and subjective value. The value of the objective or the universal value, that is, the intrinsic value, which is the universal value of the universal validity. Included in this universal value, among others, the nature of truth, beauty, and justice. The subjective value, the value that already has a certain color, content, and style in accordance with the time, place, and culture of certain groups of people.

Regarding the notion of character, Majid in Gunawan suggests that according to language (etymology), the term character comes from the Latin *karakter*, *kharassaein*, and *kharax*, in the Greek character of the word. From some opinions on the meaning of these values, it can be concluded that the value is something that is valuable, quality, quality shows, and useful to humans. It is worth something that is valuable to human life.

According to Widiastono (2004: 101), "The value of education that can build the moral of the nation is education consisting of intellectual education, aesthetic education, moral education, religious education, social education, civic education, physical education and skills education." Based on that opinion, it can be seen that the value of education contains intellectual education, aesthetic education, moral education, religious education, social education, civic education, physical education and skills education. Related to the notion of educational value, Ihsan (2011: 5) is a growth process that adapts to the environment, direction and guidance given to the child in its growth, conscious effort to create a particular situation or situation desired by society, and the formation of the child's personality in the direction of adulthood. "

Brandy in Madusari and Emzir (2015: 2), adds to the educational values that "educational values are true, Confidence, and compassion". This means the characteristics that have been determined or the quality that can be taught is honesty, loyalty, tolerance, confidence, and affection. Therefore, learners or more students are expected to be tolerant of different opinions and students can express their thoughts and feelings and experiences. So it will shape the personality of a better child.

Koesoema (2015: 23) argues that, "Character education is a joint effort of the school community to create a learning environment conducive to the growth and moral formation of individuals engaged in education. Developing and growing an individual as a moral person in accordance with what is desired, that is the essence of character education ". Thus, character education is a formation of a good learning environment and conducive to the growth and moral formation of children in accordance with the desired. Pendidikan character basically with the aim of the formation of character or behavior and characteristics of children. This is reinforced by Koesoema 2015: 81), "Character education is the cultivation of values, especially moral values".

In this case, the definition of character education is very much in line with Hoge's opinion in Almeriko (2014: 2) that "Character education as any overt or qualities". Character education is a real and conscious effort that gives the behavior and individual development as expected.

Samani and Hariyanto (2011: 45) explain about the meaning of character education, the process of giving guidance to the students to become a whole person who character in the dimensions of heart, mind, body, and taste and intention. Character education can also be interpreted as value education, character education, moral education, character education, which aims to develop the ability of learners to give good decisions, maintain what is good, and realize that goodness in everyday life with a vengeance.

Salahudin and Alkrienciehie (2006: 45) explained that, "Character education is character education plus, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). These three aspects, if applied systematically and continuously, will make children become smart in their emotions. Emotional intelligence is very important in preparing future generations. It makes it easier and more successful for people to face all kinds of life challenges, including the challenge of academic success and social life.

In the Islamic perspective, character education has existed since Islam was revealed through the dissolution of Prophet Muhammad SAW. With the aim of perfecting morals or human character. The character model of a Muslim lies in his experience. Character education should bring learners to the recognition of values cognitively, appreciation of value affectively, and finally experience the value significantly. Based on the understanding that has been stated above the value of character education is interpreted as a system of planting the values of character to the citizens of schools, especially learners Which includes the components of knowledge, consciousness or willingness, and actions to carry out those values, whether to God Almighty, self, fellow, ward, and society and nation to make a perfect person according to his nature.

Types of Character Education Values

In an effort to build good behavior so as to form a formidable nation, character education is required. In Indonesia character education is based on religion, Pancasila, and culture. The curriculum characterizes the framework that further strengthens the implementation of character education according to the Ministry of National Education cited by Salahudin and Alkrienciehie (2006: 111-112), 18 identified values originating from religion, pancasila, culture and national education objectives are: 1) Religious; 2) honest; 3) tolerance; 4) discipline; 5) hard work; 6) creative; 7) independent; 8) democratic; 9) curiosity; 10) the spirit of nationality; 11) love the homeland; 12) appreciate achievement; 13) friendly / communicative; 14) peace of mind; 15) likes to read; 16) care about the environment; 17) social care; And 18) responsibility. Further Lickona (2015: 84) also adds that characters have good character components ie, moral knowledge, moral feelings, and moral actions.

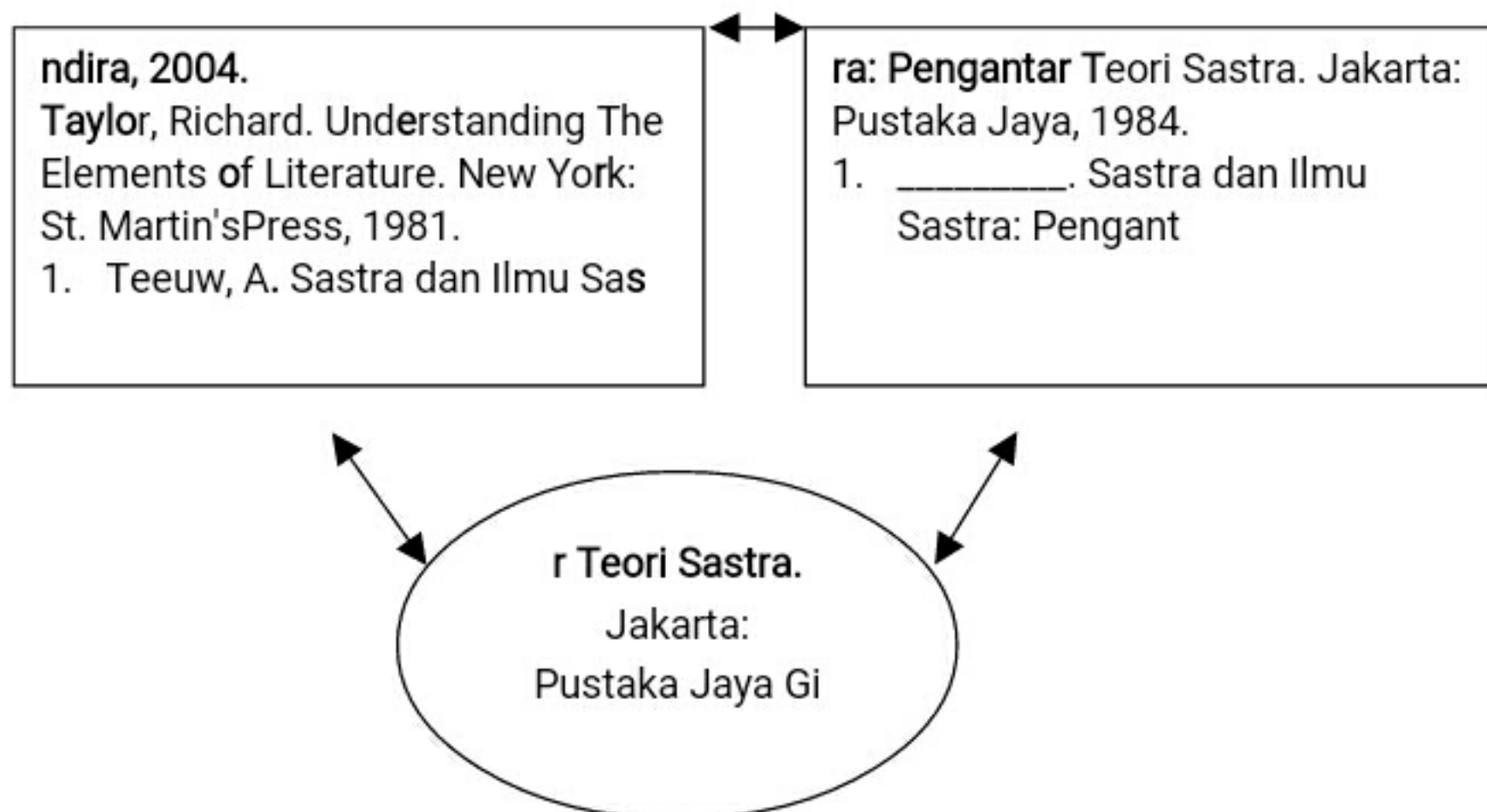


Diagram: Good Character Component (Thomas Lickona)

Based on the above description note that character education is positive. If the character education is instilled from an early age and then developed into adulthood will undoubtedly have an impact on the quality, progress of the nation, and the state. For this reason, the value in character education must be implemented in schools rather than the theoretical level but focusing on practice. In its implementation also character education is generally integrated in the learning of each subject is not except the subjects of Indonesian language. As for this research, the theory that will be used to analyze the

character education values in Harry Potter novels are the values of character education that have been specified from the theory of MONE in the books that discuss about Character Education with Lickona theory, that is the mindset , Attitude, behavior, interests and creativity.

Structural approach

In a literary work there is an element or structure. Faruk (2013: 56) explains that, "the structure is not something static, but is the product of an ongoing process of history, the process of structuring and destruction that is lived and lived by the society of literary works concerned." Soediro (1993: 32) , The structural approach is an intrinsic approach, namely to discuss the work on the elements that build the literary work from within. The approach examines the work of literature as autonomous and independent of the social, historical, author biographical background and all that lies beyond the literary work. While Teeuw (1988: 135) that the structural approach tries to describe the linkages and functions of each element of literary works as a structural unity that together produce a comprehensive meaning. So it can be concluded that the structural approach is an approach in literature that works to analyze the elements of the structure that builds the literary work from within, as well as looking for relevance or linkage of these elements in order to achieve unanimity of meaning. Regarding the structure, Wellek and Warren (1989: 56) provides a limitation that the structure of meaning is incorporated into content and form, insofar as both are intended to achieve an aesthetic purpose. So the structure of the literary works (fiction) consists of form and content. Form is the author's way of writing, while the content is an idea expressed by the author in his writing. According to Jan Van Luxemburg (1984: 38), the intended structure, implies a reciprocal relation between its parts and between the whole.

The structure of literary works (fiction) consists of elements of plot, characterization, theme, background and mandate as the most supportive and most dominant element in building literary works (fiction). (Sumardjo and Saini, 1997: 54)

The hermeneutic approach

One theory that can be used to express the meaning of a literary work is hermeneutics. Hermeneutics is not really a new thing in interpreting the meaning of a literary work. In the study of structuralism, the method of interpretation using the hermeneutical approach is a necessary thing to do.

Sumaryono (1999: 23) The word hermeneutics comes from the Greek word *hermeneuein* meaning "to interpret" and from *hermeneia* meaning "interpretation" or "interpretation" and hermeneutic word meaning "interpreter" or "interpreter". The word

hermeneutics is often associated with the name of one of the gods in Greek mythology, Hermes, who is regarded as the messenger of the gods to man. Hermes is the messenger (mediator) of the gods (Jupiter) in the heavens to bring the message to man. Hermes's task is to translate messages from the gods on Mount Olympus into a language that can be understood by humans (Faiz, 2002: 20). Hermes is associated with the transmission function, which is what lies behind human understanding into a form that human intelligence can capture. According to HM Amin Abdullah in Saenong (2002: 128) in Islamic Arabic civilization, Hermes is mentioned as Prophet Idris as who in the Qur'an is known as the first person who knows how to write, has technological, medical, astrological, magic, -other.

Seen from the hermeneutic literature and philosophy, Meleong in Ratna (2006: 45) argues that hermeneutik can be aligned with interpretation, understanding, verstehen, and retruactive. In the social sciences are also called qualitative methods, content analysis, natural, naturalistic, case studies, ethnography, etnometodology, which is usually contrasted with quantitative methods. Literary works need to be interpreted because on the one hand literary works consist of language, on the other hand, in language very much a hidden meaning, or intentionally hidden.

According to Sumaryono in Tuloli (2000: 37) argue "Regarding the process of interpreting hermeneutics is to contrast the thoughts that arise from the text with the mind of the interpreter (reader) itself." Readers in this case who interpret should know the message or the tendency of the text, then must sink into the mind .

If viewed from the historical background of the development of hermeneutics, according to Gadamer and Page in Saenong (2002: 11) the emergence of modern hermeneutics related at least with the rejection of the inadequacy of positivism as a methodology and school of thought in the social sciences and humanity that had dominant since the century- 17. However, in subsequent developments, hermeneutics is not limited as a discipline solely concerned with the method of interpreting texts or social facts, but also encompasses all forms of reflection on the way "to be" man and the way people understand reality.

Hermeneutics is the study of understanding by interpreting actions and texts. Therefore, hermeneutical scholars classify two general forms of hermeneutics, ie, hermeneutics and cultural hermeneutics. Textual hermeneutics is the use of hermeneutics to understand written texts, whereas cultural hermeneutics is the use of hermeneutics as a means of interpreting actions. (Ibrahim, 2003: 11-17).

According to Schleiermacher in Hardiman (2015: 42) says that in principle a simple hermeneutic, ie to understand the text we need to enter the mental world of the author either through the composition of sentences that he wrote or entered into the author's

skin. This means that in understanding hermeneutic textual and cultural hermeneutic an attempt to understand a writing we must know the mental world of the author. Because with writing we can understand the writer's mental, therefore, textual and cultural understanding is an understanding that comes from the writings and then accompanied by the actions of writers through writing.

However, according to Hardiman (2015: 53) argues that a reader does not have direct access to the writer's mental world, the reader needs to understand many other things related to the text in order to enter the writer's mind. Other things that are known to the reader are actually unknown or recognized by the author. Therefore, the role of hermeneutic textual and cultural hermeneutic very visible that the reader will better understand the contents of the author's mind of sentences or text that the author wrote. Thus, the reader will understand the contents of the author's mind of the text, then the reader trying to interpret the text based on the thoughts of the author.

METHODS

This research uses a qualitative approach with content analysis method, through hermeneutic study based on textual hermeneutic and cultural hermeneutic that is a research method to make context-based inferences, used in making inference is the meaning found in Harry Potter novels. In addition, the methodology of the study in this study is also hermeneutic, which provides comprehensive understanding and indepth about the symptoms that are the object of typical study of it (Ibrahim, 2003: 50). According to Litle John, hermeneutics as a method of interpretation is used as a tool for interpreting text (textual hermeneutics) and tools for interpreting actions (cultural hermeneutics). The research data are J. K. Rowling's Harry Potter novels that have been translated into Indonesian. As the primary data source of the study are (three) novels about Harry Potter by J.K. Rowling to be studied, namely: Novel (1) Harry Potter and the Philosopher's Stone, (3) Harry Potter and the Prisoner of Azkaban, and (6) Harry Potter and the Half Blood Prince. As for secondary data research is the value -the value of character education in JK's Harry Potter novels Rowling with a hermeneutic structural study. While the hermeneutic study is a process of expression, explanation, translation, interpretation, and understanding of things,

This study uses content analysis techniques and hermeneutic studies. Content analysis is an analysis of literary texts that are about to express the values of character education in J.K. Harry Potter's novels. Rowling. While the hermeneutic study is a process of disclosure, explanation, translation, interpretation, and understanding something.

According Mayring, qualitative research features are the process of data retrieval and analysis and interpretation of data, can be implemented simultaneously. The procedure of

data analysis conducted by the researcher, among others: 1) searching the written data / documents according to research problem; 2) reading the document and making notes according to the research problem; 3) clarifying the data with the reflection of the researcher; 4) make the categorization according to the research focus; 5) entering data according to the category or formulation that has been made; 6) to interpret data by considering data relation to find comprehensive analysis; And 7) associate interpretations with theory, both inductive and deductive.

RESULTS AND DISCUSSION

The findings of research conducted by researchers on the Value of Character Education Judging from the Hermeneutic Studies Available in Harry Potter and The Sorcerers Stone, Harry Potter and The Prisoner of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling.

Based on the findings of this study is a combination of three novels Harry Potter by J. K. Rowling. Researchers combine the overall values of character education reviewed hermeneutic studies consisting of: mindset amounted to 46 or 58.9%, attitudes amounted to 68 or 94.35% behavior 51 or 53.7%, interest amounted to 30 or 44.6% , And creativity amounted to 42 or 48.5%.

In this case it is seen that the values of character education on J.K. Harry Potter novels Rowling studied through textual hermeneutic structural and cultural hermeneutics more reflect the values of education of type 68 or 94.35%. The value of education in this attitude aspect is very visible that the attitude of every character in the novel has the attitude that we should imitate. In these Harry Potter novels the value of education is very well illustrated.

The value of education with aspects of the attitude, can be applied in the current education, because the attitude will shape the personality of students in addressing a problem faced. The formation of attitudes in education in Indonesia should be further enhanced. Therefore, with the findings of this study researchers can apply the attitudes contained in the novel in order to strengthen the value of student attitudes in education and daily life.

While the values of character education on the Harry Potter novels that at least depicted the values of character education is interest. There is an interest aspect of 30 or 44.6%. With this picture, it appears that the interest reflected in the characters in the Harry Potter novels is very less because the interests possessed by the characters in the novel is very different there are diligent, lazy, passionate, energetic, and so forth.

The values of character education with this musty flower should be further enhanced. This interest will form a personality of children or students in wanting something. If the child does not have an interest then the child is no more curiosity. With these findings, seen the values of character education in this novel is almost the same as the students in Indonesia that is the values of education with aspects of attitude and interests Should be further enhanced. The value of character education of this attitude and interest needs to be the center of attention because the two values of education is one of the elements for the formation of the child's most important personality in the face of modern times as it is today.

The findings of this book research novels Harry Potter can be used as a source for teachers in language learning and Indonesian literature. Because the sentences and stories in this novel is easy to understand and can be used as an example to students in learning to discuss and strengthening character education. The value of education contained in these Harry Potter novels can form students to build personality with the mindset, attitude, behavior , Interest, and creativity. The value of this education can be applied at the level of primary education, secondary education and higher education.

Based on analysis of research that has been done on JK Rowling's Harry Potter novels in series one, three, and six series consisting of Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince "is summed up as follows.

The Structure of the Harry Potter and The Sorcerers Stone, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling

Based on the analysis of the three novels "Harry Potter and The Sorcerers Stone, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Bloof Prince" by J. K. Rowling have their respective themes in one novel. The theme of the first series in J. K. Rowling's Harry Potter and The Sorcerers Stone novel is, "Surviving Boys and Patience". The third theme in Harry Potter and The Prisoner Of Azkaban novel by J. K. Rowling is, "About Harry Potter Avoiding the Death and Shadows of Sirius Black Prisoner Escape from Azkaban". Finally, the theme of the sixth series in J. K. Rowling's Harry Potter and The Half Blood Prince novel is "Adventure and Drama."

Character Education Values Viewed from Structural Theory Available in Harry Potter and The Sorcerers Stone, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling

Based on research findings about the character education values contained in Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince by JK Rowling include: mindset, attitude, whims

Behavior, interests, and creativity. Here, the conclusions are based on the findings of the study.

Mindset

The values of character education in the Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling are portrayed in its entirety and it can be concluded that the mindset of the Harry Potter.

The mindset of the Harry Potter characters depicted in every novel. In the Harry Potter and The Sorcerers Stone novels Harry looks at the mindset that looks at the future of the wizard after his school is over. Mindset was formed when Harry was a kid and attended Hogwart. Even though Harry was young he tried to think for the good of his future. Harry Potter and The Prisoner Of Azkaban Harry Potter is a teenager but reflects that Harry's mindset is more innocent and confused when Harry's companion Ron calls him to take revenge on his enemy. Though Harry did not intend to take revenge on his enemy.

While Harry Potter and The Half Blood Princeini is very visible Harry's maturity that does not care about the property left by his parents. This mindset forms the personality of Harry who does not want to depend on the relics of his parents' treasures. In this study, researchers make conclusions with percentages based on the three novels or research findings on the values of character education from the mindset element there are 46 pieces as much as the mindset of 19.4%. With these findings, we will always see the development of mindsets in the Harry Potter novels.

Attitude

The values of character education in the Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling are portrayed in its entirety and concluded that the attitude of the Harry Potter character. Attitude on Harry's character in Harry Potter and The Sorcerers Stone looks Harry's attitude is very optimistic that his team can win the game. In this case, Harry who acted seriously wanted to win the first Quedditch game he attended. This attitude is very good and full of spirit is very exemplary by all circles. In Harry Potter and The Prisoner Of Azkaban seen a firm and vigorous attitude in making a decision if he never fear even Domentor who was after him. This spirit and firmness is imitative. Harry who continues to be firm and passionate every time he follows the Quidditch match and wants to win it. While Harry Potter and The Half Blood Prince is very visible attitude of Harry who was surprised when Dumbledore took him midnight. Harry is behaving in a

timely manner with his time. This attitude is shown by Harry because he knows the time to visit / visit the relatives' house.

Based on the research findings from the three novels, the researcher concludes with the percentage of character education values of the attitude element based on the research findings of 68 pieces of 28.6%. These results will show developments in the attitude of each of the Harry Potter novels.

Behavior

The values of character education in the Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling are portrayed as a whole that the behavior of the Harry Potter character. Based on the findings of research based on the three novels Harry Potter. In Harry Potter and The Sorcerers Stone by J.K. Rowling behavioral elements illustrated that behavior that has never listened to the ban from the teacher. However, Harry is not listening because there is something done by Harry. In this case, actually Harry is a child who is very obedient what is said by his teacher. However, this is a very brave Harry because he has never climbed his broomstick but with his courage that Harry can control his broom. This behavior will form a very good personality to make people better.

In the Harry Potter and The Prisoner of Azkaban novel it is illustrated that behavior in this case is shown to be the behavior of the characters in this novel that is a perceived annoyance or experienced by the characters. The annoyance of this novel is one of them when Harry refrains his frustration with Malfoy who has often hated him. Malfoy, who often taunts Harry to make Harry's emotions but Harry's patient behavior withstand his anger. Harry Potter and The Half Blood Prince's novel shows that Harry's behavior showed a sense of disappointment to his friend. Because Harry's friend does not want to drink the concoction that Harry has made. This behavior of Harry shows a high sense of solidarity to his ailing friend.

Based on these findings, the researcher concludes and makes the percentage of educational values of the elemental character of the behavioral level of 51 pieces of 21.5%. These results will show the behavior that is practiced in daily life in Harry Potter novels so that will form a good personality.

Interest

The values of character education in the Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling portrayed the overall interest of Harry Potter.

Based on the findings of the study can conclude that the novel Harry Potter and The

Sorcerers Stone is generally described that great interest owned by Harry excited the school of witchcraft. Such great interest makes one always excited about achieving his dreams. In the Harry Potter and The Prisoner of Azkaban novel is portrayed the interest of Harry who always wanted to learn and learn a place that is very famous and historic in England. Because it is a historic place for the wizarding world. While in this Harry Potter and The Half Blood Prince novel, it seems that there is a lack of sense in Harry as Harry's lack of learning interests. This is because Harry is always late in following the second lesson. However, it was not long before Harry's increasing interest because he did not want his value down again.

Based on these findings, researchers make conclusions and percentage of the character education values with elements of interest that is 30 pieces as much as 12.6%. The findings on the attitude element will show everyone's interest in learning. Although initially declining not long after that interest will always increase along with the dream to be addressed.

Creativity

The values of character education in the Harry Potter and The Sorcerers Stone novels, Harry Potter and The Prisoner of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling portrayed the whole that the creativity of the Harry Potter character.

Based on this research, the researchers concluded in accordance with the three Harry Potter novels. In Harry Potter and The Sorcerers Stone it is generally illustrated that the creativity of the characters in the Harry Potter novel is very good. The creativity of the characters makes the characters able to solve every problem and event. For example in this first novel the character of Ron who has managed to solve the problem or mystery by playing chess. Though he never played chess, but with kekreativitasnya he was able to solve and solve the problem.

In this Harry Potter and The Prisoner of Azkaban novel, it reflects the element of creativity seen in previous novels that the creativity of the characters is seen as they solve a problem or mystery. This creativity arises because the very genius can know the key to the success of solving a problem or mystery. In the novel Harry Potter and The Half Blood Prince is very visible a creativity Harry, Ron, and Hermione who have moved teenagers with their clairvoyant so that a problem Easy to solve. In this case, everyone has a foresight because this foresight will seem a creativity that someone has.

Based on the findings of research on this element of creativity. The researchers gave conclusions with percentage as done by researchers on creativity that is 42 pieces as much as 17.7%. Thus, this creativity looks very good because everyone must have their own creativity in solving the problem.

The Value of Character Education Judging from the Hermeneutic Studies Available in Harry Potter and The Sorcerers Stone's Harry Potter and The Sorcerers Stone, Harry Potter and The Prisoner Of Azkaban, and Harry Potter and The Half Blood Prince by J. K. Rowling

In the Harry Potter novel by J. K. Rowling in terms of hermeneutic studies there are many values of character education. In every story or event road containing educational value is seen as a hermeneutic study based on textual hermeneutics and cultural hermeneutics.

Researchers use hermeneutic studies based on textual hermeneutics (interpretation by text) and hermeneutic cultures (interpretation by meaning). The value of the third character education in JK Rowling's Harry Potter novel with each of Harry Potter and The Sorcerers Stone's Harry Potter and The Sorcerers Stone, Harry Potter and The Prisoner Of Azkaban, and JK Rowling's Harry Potter and The Half Blood Prince features, The value of education in terms of hermeneutik studies. Based on the previous description that the value of character education in JK Rowling's Harry Potter and The Sorcerers Stone novel in terms of hermeneutic studies based on hermeneutic studies of hermeneutics and cultural hermeneutics. The value of education as the most attitudes appear as many as 27 units with a percentage of 48.2%. Meanwhile, the value of education as the least interest appears as many as 3 pieces with a percentage of 5.4%. The percentage value of character education in J. K. Rowling's Harry Potter and The Prisoner Of Azkaban novels is reviewed from hermeneutic studies based on textual hermeneutics and cultural hermeneutics. The value of education as a behavior that most appear as many as 38 pieces with a percentage of 29%. Meanwhile, the value of education as the least interest appears as many as 12 pieces with a percentage of 9.2%.

CONCLUSIONS

Analysis of Harry Potter and The Half Blood Prince novels The work of J. K. Rowling is reviewed from hermeneutic studies based on textual hermeneutics and cultural hermeneutics. The value of education as the most interest appears as many as 15 pieces with 30 percent percentage and educational value as the least mindset emerged as many as 6 units with a percentage of 12%. In the development of the story in JK Rowling's Harry Potter and The Half Blood Prince novels more emphasis on the interest of hermeneutic studies can be used to know the meaning based on 1998. 1998. events in the novel will be easily understood by the reader by understanding the meaning of each text that contains value Education in it. The findings of this research can be a source for educators in learning Indonesian language and literature or other language learning. Because the sentences and storyline in this novel is easy to understand and can be used as an

example to students in carrying out learning.

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