



Novel *Negeri 5 Menara* by Ahmad Fuadi: What Education Is Worth It?

Yeni Hidayat¹ & Onok Yayang Pamungkas²

^{1,2} Indonesia Language and Literature Education, Postgraduate, Universitas Muhammadiyah Purwokerto, Indonesia

Correspondence: Yeni Hidayat, Universitas Muhammadiyah Purwokerto, Indonesia

Email: yenhidayat.ump@gmail.com

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Abstract

This research aims to explain and elaborate the values of education in the novel *Negeri 5 Menara* by Ahmad Fuadi. The primary data source of this research is the novel *Negeri 5 Menara*. The results of the research show that the novel *Negeri 5 Menara* represents important educational values for readers. The educational values in the novel are a valuable source of knowledge that can guide humans to achieve stability in society. Perseverance and independence are important pillars that show how the main character continues to struggle despite facing various obstacles, emphasizing the importance of *resilience* and independence. Social values such as empathy, effective communication, cooperation and leadership highlight the importance of interpersonal skills in forming a harmonious and collaborative hubunagn. The culture and aesthetics in this novel invite readers to appreciate and preserve cultural heritage and find beauty in daily life. Through a strong narrative and beautiful language, Fuadi succeeded in conveying moral messages that are relevant to the context of contemporary character education. The implications of this analysis show that *the Land of 5 Towers* can be an effective tool in character education, providing students with real and inspiring examples of how noble values are applied in daily life.

Keywords: Educational Value, Novel *Negeri 5 Menara*, Ahmad Fuadi, Novel, Indonesia Literature

Introduction

Character education is a crucial element in the formation of morals and individual attitudes (Novianti, 2017a; Nuruddin, 2018; Rosyad et al., 2022). In the current era in the dynamics of globalization, character is an important issue to form a good individual personality. For this, although much effort has been made in the process of character formation (Perdana, 2018; Stonehouse, 2021; Sumarsono et al., 2018), the impact is still focused on certain fields and methods. Meanwhile, in another context, satra has great potential in conveying education. This is because satra is a narrative work that provides education in a subtle way, without having to teach like a teacher (Andriyanto et al., 2022; Suprpto et al., 2023). For this, the novel *Negeri 5 Menara* by Ahmad Fuadi, for example,

not only offers an inspiring story about the struggle of young people in achieving their dreams, but also rich in character education values that are relevant to daily life. The story that is steeped and the use of aesthetic language in this novel is able to touch various aspects of life, ranging from religion, morality, perseverance, to social and cultural values. Thus, this novel is not only entertainment but also an effective educational suggestion in forming a good character.

Although many studies have been conducted related to character education, most still focus on theoretical and formal approaches in the context of education in schools (Arif et al., 2023; Novianti, 2017b; Yusuf, 2023). Meanwhile, the use of literary works as a medium for character education often has not received adequate attention. Several studies have indeed identified the potential of sastra in the form of educating character, but its use in the form of educational curriculum is still limited and often unsystematic. For this reason, there is a gap in the literature that discusses how character values in literary works can be implemented practically in the learning process. The novel *Negeri 5 Menara* is a concrete example that shows how a literary work can function as an effective character education tool. However, in-depth and systematic research related to this is still very much needed to fill the existing research gap. In addition, a holistic approach that combines literature with character education has not been widely explored in the context of research in Indonesia.

This research aims to analyze and reveal the character education values contained in the novel "*Negeri 5 Menara*", as well as evaluate the potential role of literature in the context of education. By understanding the values conveyed by this novel, it is hoped that a deeper understanding of how literature can function as an effective character education medium. This research is also important in an effort to enrich character education methods with a more holistic approach. Utilizing literary works in character education allows these values to be conveyed in a more interesting and touching way, so that readers and students do not only understand these values theoretically but also feel and internalize them in daily life. The results of this study are expected to make a significant contribution to the development of character education curriculum, inspire educators to use literary works as teaching tools, and encourage further research related to the effectiveness of the use of literature in character education. Therefore, the novel *Negeri 5 Menara* is believed to be an integral part of a more dynamic educational strategy, which can guide individuals who contribute positively to society.

Methods

The purpose of this research is to explain and elaborate the educational values in the novel *Negeri 5 Menara*. In addition, this study also seeks to interpret the role of literature in the context of education. Research data is a text that represents educational values. The primary source of research data is the novel book *Negeri 5 Menara* (Fuadi,

2013) published by PT Gramedia Pustaka Utama. In addition, as a source of supporting literature, relevant articles and books are used as secondary data sources.

To analyze the data, the study used hermeneutic methods. The consideration is that hermeneutics is considered appropriate because it is a method used to interpret data in the form of literary texts (George, 2020; Ricoeur, 2016). The analysis step uses qualitative analysis steps (Creswell, 2014; Miles et al., 2014) which includes: 1) reading novels, 2) identifying and categorizing data on educational values, 3) analyzing data; 4) verifying the results of the research; 5) determine the conclusion. Through this step, this research is expected to become an important source of information in the development of literary text interpretation in a wider context.

Results and Discussion

The novel *Negeri 5 Menara* tells the story of Alif Fikri, a student from Maninjau, West Sumatra, who studied at Pondok Madani (PM) Ponorogo, East Java. There, Alif and five of his friends known as *Sahibul Menara*, lived the life of a pesantren with unique habits. Every time before the Maghrib call to prayer, they gather under the mosque tower, looking up at the sky while imagining their dreams. Alif, for example, saw clouds in the shape of the American continent, the country he wanted to visit after graduation. Figures imagine clouds as the countries of Egypt, Saudi Arabia, and several countries in Europe. Then, the story continues in the next sequel novel, namely *Rumah 3 Warna* dan *Rantau 1 Muara*.

The Value of Character Education

The novel *Negeri 5 Menara* not only tells the life of the main character Alif Fikri, but also presents various educational values through the experience of character interaction in the storyline. Through aesthetic language, the novel presents a positive source of life's wisdom, which can be used as an example in the life of the novelist. For this, the research findings on the value of character education are shown in Table 1.

Table 1: The Value of Character Education

Num.	Character Aspects	Indicator	Code	Description
1	Religious	Sincerity	R1/NM. 50	Actions are done sincerely without expecting anything in return, only for God's pleasure.
		Faith in God	R2/NM. 134	Confidence in the heart of the existence of God with all His perfect attributes and reflected in words and actions.
		Faith in the	R3/NM. 134	The belief that the Messenger is

		Apostle		Allah's messenger to deliver teachings to His people.
		Faith in the Al-Quran	R4/NM. 134	The belief that Allah sent down the books through the Apostles to be used as a guide for life.
		Faith in the last days	R5/NM. 134	Believing in the existence of another life after death and the day when human deeds will be accounted for and accounted for.
2	Moral	Honesty	M1/NM. 71-74	Maintain trust and do not abuse the trust given.
		Giving advice	M2/NM. 150	Giving advice or advice that is considered good for others to carry out.
		Loving children	M3/NM. 150	Attention to children even in busy situations.
		Filial piety to parents	M4/NM. 150	Obey commands, do good, or pray for parents.
		Responsible	M5/NM. 150	Accepting the consequences of a given act or task.
		Diligent	M6/NM. 150	Carry out activities seriously and continuously.
		Discipline	M7/NM. 150	Compliance with self-made rules or commitments.
		Respect for others	M8/NM. 150	Appreciate and show respect to others.
		Never give up	M9/NM. 150	Strong determination and high motivation to achieve goals despite facing obstacles.
		Love for the homeland	M10/NM. 150	Pride and love for the country and ready to defend the homeland.
		Keeping promises	M11/NM. 150	Carrying out what has been pledged to be done.
		Ikhlas	M12/NM. 150	Committing acts with a sincere heart without expecting anything in return.
		Big soul	M13/NM. 150	Accept with open mind what is faced even if it is unpleasant.
3	Perseverance	Perseverance	K1/NM. 81	Consistency in trying to achieve goals despite difficulties.
		Independence	K2/NM. 81	Stand on your own without relying on others to complete tasks.
4	Sosial	Empathy	S1/NM. 295	The ability to understand and feel what others feel.
		Effective Communication	S2/NM. 295	Convey messages clearly and receive good feedback.
		Collaborate	S3/NM. 118	Collaborate with others to achieve a common goal.
		Leadership	S4/NM. 230	Ability to lead and direct others.

		Sympathetic	S5/NM. 377	Sympathy for others in happy or sad situations
		Share	S6/NM. 377	Sharing something you have to feel together.
		Family	S7/NM. 377	Togetherness with the principle of mutual cooperation and complementarity.
5	Culture	Love of local products	B1/NM. 139	Appreciate and love local products.
		Proud of the mother tongue	B2/NM. 139	Pride in regional languages.
		Regional Sustainability Guard	B3/NM. 139	Preserving regional arts and culture.
		Caring for a traditional house	B4/NM. 139	Caring for and appreciating traditional houses as part of culture.
		Appreciate the typical cuisine	B5/NM. 139	appreciate typical foods from different regions.
		Trading system	B6/NM. 139	Appreciate the local trading system.
		Islamic boarding school culture	B7/NM. 139	appreciate and understand the culture of Islamic boarding schools.
		Campus culture	B8/NM. 139	Appreciate and understand the culture in the campus environment
		Livelihood system	B9/NM. 139	Appreciate and understand local livelihood systems.
6	Aesthetic	Rhetorical language style	E1/NM. 136	The use of language styles that deviate from the usual construction to achieve a certain effect.
		Figurative language style	E2/NM. 136	The use of language styles that have indirect meanings to convey messages.
		Poetry	E3/NM. 136	Using rhymes as one of the widely known types of old poetry to convey moral and aesthetic messages.

Code Caption: e.g. "R" : Religious, NM: State 5 Towers

The novel *Negeri 5 Menara* by Ahmad Fuadi not only offers a stunning fictional story, but also summarizes the values of profound character education. In it, we find a reflection on life, a narrative about people and their struggle to achieve their dreams, framed with philosophy and wisdom. Sincerity (R!/NM. 50) is not just a word in this novel. It is a principle of life that infiltrates every action of character. Sincerity means doing something selflessly, an attitude that is increasingly rare in this era of materialism. Belief

in Allah, the Apostles, the Book, and the final hour (R1-R5 / NM. 134) is firmly instilled, reminding us that life is more than just a worldly achievement. In a world that often ignores spiritual values, Fuadi invites us to return to the roots, to the faith that forms morals and ethics.

Honesty (M1 /NM. 71-74), responsibility, discipline, and love of water (M2-M13. 150) are the values that animate the characters in this novel. Through them, we learn that morality is not built in a day. It is the result of constant practice of the small choices we make every day. The characters in this novel show that honesty is not just about not lying, but also about trust, integrity, and the courage to act right even if it is difficult. Meanwhile, perseverance and independence (K1-K2 /NM. 81) are the pillars that support the main character's life journey. Perseverance is to keep striving even though the results have not yet been seen, about the belief that every effort will bear fruit in time. In this novel, we see that independence does not mean alone, but about the ability to stand tall in the middle of a storm, about the courage to take the first step without waiting for directions.

Empathy, effective communication, cooperation and leadership (S1-S7 /NM. 295, NM. 118. NM. 230, NM. 377) are social values that make humans more human. Empathy is the ability to feel what the other person feels, to walk in their shoes. Cooperation and leadership are about working together for a common goal, about leading with heart and listening with open ears. This novel reminds us that in society, we cannot stand alone. We are part of an interconnected network. Then, appreciating local and national cultures (B1-B9/NM. 139) is about respecting our roots, about being proud of the language, art and traditions that make up our identity. In this novel, culture is a bridge that connects the past with the present, reminding us of the richness of heritage that must be preserved and preserved. Fuadi shows that culture is a mirror where we can see our true self-reflection. The rhetorical, figurative, and rhyming language styles (E1-E3 /NM. 136) are not just ornaments in this novel. They are at the heart of the beauty of the narrative, conveying moral and aesthetic messages in a subtle yet profound way. Fuadi uses language as a tool to evoke the feelings and thoughts of readers, to bring them into a world full of color and meaning. The aesthetics in this novel teach us to appreciate beauty in everyday life, to find poetry in the prose of life.

The Role of Literature in the Context of Education

The novel "*Negeri 5 Menara*" by A. Fuadi provides a clear picture of how literature can play an important role in the indirect education process, especially in character education. The novel invites readers to explore deep values through inspirational narratives and complex characters. In the moral context, values such as honesty, responsibility, discipline and love for the homeland are revived through actions and decisions of character that show that morality is built through constant practice and small choices every day. Perseverance and manidism are also important pillars in this novel,

depicting how struggle and belief, that every effort will bear fruit in time is very important. Sociological aspects such as empathy, effective communication, cooperation and leadership show how the characters in this novel work together to achieve a common goal and lead with heart. Fuadi also emphasized the importance of respecting local and national culture, which bridges the past and the present, and teaches us to appreciate the arts and traditions that make up our identity. The rhetorical language, figurative, and rhyme used in this novel is not just an ornament but conveys a moral and aesthetic message subtly but profoundly. In this case, the description of the representation of the role of literature in the context of education is described as follows:

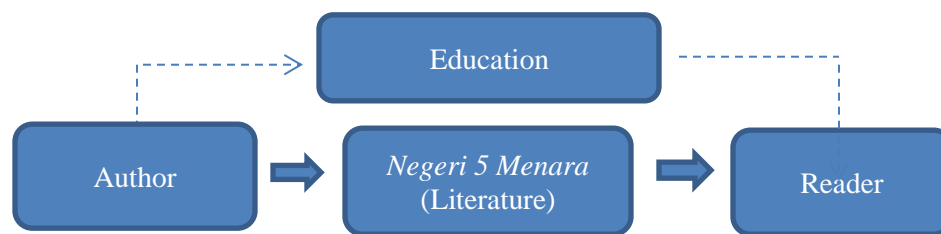


Figure 1: The educational process in literary works

Note:



Figure 1 shows two main paths in the educational process: direct and indirect. For this, the immediate process is marked with a bold line. Meanwhile, the indirect process is marked by a dotted line. This emphasizes that character education is not just a transfer of knowledge, but it can be a representation of the interpretation of other people's behaviors, which in this case exists in the life of characters in fiction. For this, the novel *Negeri 5 Menara* provides an inspiring example of the character's attitude about positive things. Thus, literature provides a wider space for interpretation to readers, as well as inspiring good practices for readers into their social lives (Kruger et al., 2020; Pamungkas et al., 2023; Suprpto et al., 2023).

For this, Fuadi in *the Land of 5 Towers*, uses a variety of strategies, including figurative language styles in a subtle way. In this case, the transfer of value in literature is circular because it is not specific, but is carried out with various models of literary language aesthetics to reach readers. This means that literature is not solely a narrative work, but it is one of the media to educate readers (Ali Imron & Nugrahani, 2019; Arif dkk., 2023; Hart, 2011). Thus, this discussion clarifies the difference between the direct and indirect educational process, and emphasizes the important role of literature in character education. The novel *Negeri 5 Menara* is a concrete example of how literature can be used as an

effective educational tool. Through strong characters and stories, the novel teaches moral, perseverance, social and cultural values indirectly but profoundly. Character education through literature like this allows these values to be internalized by readers, which ultimately forms individuals with integrity and contributes positively to society.

Conclusion

Negeri 5 Menara by A. Fuadi plays a significant role in character education through inspirational narratives and strong characters. This novel not only tells the life of Alif Fikri and his friends in the Madani cottage, but also presents various profound character education values. Sincerity and faith are strong spiritual values, which remind readers of the importance of understanding religion in life. Then, the values of honesty, responsibility, love of the homeland, empathy, equality and leadership are represented through the lives of the figures. This means that *the Land of the 5 Towers* provides a reflective experience that allows the reader to reflect and internalize for themselves about the good practices that can be replicated from the lives of the characters in the story.

An important implication of this study is that literature can contribute positively in providing education for readers. In addition, in the context of school education, the novel *Negeri 5 Menara* can be used as a teaching material so that it can be used as a positive example for students. However, this research has limitations, especially about cultural and religious contexts, which of course are not all suitable for various conditions of society. For this reason, various adjustments are needed to interpret various contexts in the content of the narrative. In turn, further research is indispensable to open up literary discussions in a broader context.

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