

# The Psychological Conflict of the Main Character and the Value of Character Education in the Novel Shoes Dahlan by Kharsna Pabichara and its Relevance to Indonesian Language Learning in Elementary Schools (Study of Literary Psychology)

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**Abstract.** The purpose of this study is to find out the psychiatric conflicts of the main characters and the value of character education in Kharsna Pabichara's Shoe Dahlan Novel. Research methods use descriptive qualitative shorts. The result of this study is that there are values of character education in the form of (1) hard work in the form of parents have a spirit of hard work to meet their children's needs, as well as a child has a spirit of hard work to achieve his own goals, (2) independent in the form of not too dependent on others, (3) discipline in the form of parents training their children about discipline. The child instills a disciplined attitude in his daily life, (4) nationalist in the form of a child who continues to excel and become superior, and (5) religious in the form of always praying before doing something.

**Keywords:** Education, Character, Novel, Learning Indonesian

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**INTRODUCTION** ~ Education is the most important pillar in the progress of a nation, even the most important role in the progress of human life. The state of a nation is certainly greatly influenced by how the human condition is in that nation. National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. In addition, education also aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Dewi et al., 2014). Observing the function of national education, namely developing capabilities, shaping the character and civilization of the nation,

education should provide adequate enlightenment for this. Education must have an impact on the character of the Indonesian people or nation. This function is very heavily borne by national education, especially when it is associated with who is responsible for the sustainability of this function (Kesuma, 2012).

The purpose of education of a nation is the goal of that nation. With education, humans are delivered to become intelligent, wise and critical figures. Even with education, humans can become believers, pious, honest, and responsible. However, basically education does not have to be started immediately in formal educational institutions, but education in the family also plays a very important role in shaping one's character. In fact, education

in the family is the most basic education that is very dominant in the formation of one's character.

The flow of modernization such as the entry of foreign cultures from outside has brought many changes in people's lives. However, the changes that have occurred have led to a moral crisis. The moral crisis is spreading and infecting this nation. Almost all elements of the nation also feel it. For example, the chaotic Pilkada, corruption cases of the political elite, to the spreading of sweet promises ahead of the election. Meanwhile, the spread of a culture of violence or the spread of economic and political problems, whether we realize it or not, has contributed to the weakening of the character of the nation's children so that they have noble values. become submerged. Ethical and aesthetic values are forgotten by an instant and practical lifestyle. If you look at the reality in today's life, there are many cases that show that the morale of our nation has declined. Supposedly with the socio-cultural conditions and the abundant wealth of the nation, the Indonesian people can live in prosperity without having to have cases such as crime, corruption, collusion and nepotism. It should be noted that the moral crisis is a dangerous situation if it is allowed to continue without any effort to overcome it. Improving the quality of education in Indonesia can be taken as a solution to overcome the moral crisis. Planting character education from an early age is one of the best ways to overcome the moral crisis.

Character education has now become the main issue of education since 2010. Apart

from being part of the process of forming the character of the nation's children, character education is also expected to be the main foundation in increasing the degree and dignity of the Indonesian nation. Character education is now absolutely necessary not only at school, but at home and in the social environment. By realizing that character is something that is very difficult to change, then there is no other choice for parents to shape the character of their children from an early age. Meanwhile, changing it after the character is formed is not an easy job (Munir, 2010).

In an effort to develop character education, various manifestations of character education are made. The embodiment of character is also seen in literary works. One approach is through literary psychology. Literary psychology is an approach that considers psychological aspects and concerns the human mind. Through a psychological review, it will appear that the function and role of literature is to present the image of a human being as fair and alive as possible or at least to radiate that literary works are essentially aimed at depicting human life (Siswantoro, 2005).

The literary work in question is in the form of a novel entitled *Shoes Dahlan* by Khrisna Pabichara. The scope of this study includes roles, characters, and characterization techniques in the novel *Shoes Dahlan* (Hikma, 2015). The novel *Shoes Dahlan* is a literary work that is included in the category of educational and enlightenment novels (Syarafina, 2020). The novel *Shoes Dahlan* by Khrisna Pabichara tells the story of the Minister of State-Owned Enterprises, Dahlan Iskan, who walked about 6

kilometers every day to school barefoot. Living in the shackles of poverty, he educated little Dahlan hard. For him, the pang of hunger is a good friend who refuses to leave. Likewise with the blisters on his feet, evidence of the struggle in gaining knowledge. After school, there is still a lot of work to do for a mouthful of rice. All of that did not make Dahlan despair. Father's firmness and mother's tenderness, made him endure. Whatever happens, Dahlan continues to pursue his two big dreams: shoes and bicycles. Dahlan's struggle in achieving his goals and struggling to live and go to school even though he was in the shackles of poverty did not make him give up by circumstances (Syamsudin et al., 2021). This novel contains values that can be applied in life, both aesthetic, social, and religious values (Riani, 2016). Through the character, the author describes how the simple souls of the characters in the novel are. In addition, this novel is a good example to cultivate the values of character education (Mutia Mashita, 2013).

Based on the description above, the writer is interested in examining the Psychological Conflict of the Main Character and the Value of Character Education in the Novel Shoes Dahlan by Khrisna Pabichara and its Relevance to Indonesian Language Learning in Elementary Schools. Learning Indonesian is considered suitable as one of the subjects in instilling character education, especially through imitating the characters in literary works. directed to improve the ability of participants

## METHOD

The type of research used is qualitative research with descriptive method. Qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people or observable behavior (Moleong, 2006). Descriptive method is a method that is used without using numbers but using it into the appreciation of interactions that are studied between concepts empirically (Semi, 1993). number. The data in this study are sentences containing educational values, about character education in the novel Shoes Dahlan by Khrisna Pabichara which includes: (1) hard work, (2) compassion, (3) discipline, (4) nationalist and (5) religious. The data source in this research is the novel Shoes Dahlan by Khrisna Pabichara.

## RESEARCH RESULTS AND DISCUSSION

### Character Education Values in the Novel Shoes Dahlan

The novel Shoes Dahlan is a novel by Khrisna Pabichara published by Noura Books Publisher in 2012. This novel tells about the life story of Dahlan Iskan, a former Minister of State-Owned Enterprises who wants to own shoes and a bicycle. The setting in the novel is mostly in the village of Keboen Dalem.

This novel of Dahlan's shoes contains the values of character education. These values are conveyed by Khrisna Pabichara through a description of the character's actions, thoughts, conversations, and others. The analysis of character education values in this novel refers to the five main values of Strengthening Character Education (PPK) according to Presidential Regulation No. 87 of 2017

Article 3, namely religious, nationalist, independent, mutual cooperation, and integrity values. The following describes the results of the research and discussion of the values of character education in the novel *Shoes Dahlan* by Khrisna Pabichara.

### Hard work

Dahlan is a child who likes to work hard. After school he continued to do his job mowing the grass. Even though he was tired, he kept working. Like when Mother told Dahlan to take a break, he continued to work. The quote is as follows:

*Mother who was busy making batik was surprised and immediately came to me.*

*"Tired, Lee?"*

*"So tired, Mom," I moaned as I lay down, closing my eyes.*

*"Sleep for a while."*

*I shook my head. "No time, ma'am. Gotta squish again."*

*"But you just got home, Le?"*

*"It's the first day, ma'am. Father said, you'll get used to it later."*

*Mother smiled sweetly, "Yes..." (pages 39-40).*

Every morning after the dawn prayer Dahlan always worked mowing the grass, after that he went to school. After school he worked again mowing the grass again and herding his sheep. Dahlan always works hard every day. This is in the following quote:

*After the Fajr prayer, you have to mow the grass, go to school, then mow the grass again, then learn the Koran, look at the sheep and when the night has covered Kebon Dalem it is no longer possible to study because it is completely dark (p. 2012:19).*

Dahlan is a child who likes to work hard. As he contemplated on the bank of the river, he noticed his hand which had worked so hard. This can be seen in the following quote:

*Silence is sweet, as it is now. By the river, leaning against a jawi tree, bathed in the light of the evening sun. I looked at my hands, staring at them intently, remembering how hard these hands had worked—even though the other children were working just as hard (Pabichara, 2012: 147).*

You are very tenacious and agile at work. His persistence is what makes him never complain, even though sweat beading his body. The quote is as follows:

*You never heard him complain even though sweat was dripping down his body. Glossy wet gray hair becomes a not boring sight, repeating itself every day. There is no meaning for a frail body or wrinkled skin, you continue and keep working (Pabichara, 2012:23).*

You work hard for your family. Every day the father works hard for his children. This can be seen in the following quote:

*Every day, you work hard for the sake of your children, and I am more troublesome than happy (Pabichara, 2012:165).*

Dahlan shows the character of hard work by being able to divide his time between doing daily work and also going to school. In addition, a father who works tirelessly to provide for his family. The nature of hard work is one form of character education.

### **Independent**

The value of independence reflects an attitude that does not depend on others, manifested in the behavior of hard work, tough, diligent, creative and courageous. The value of independent characters in this novel is shown by the attitude of Dahlan's character who will undergo surgery. More details can be found in the following quote.

*Actually I wanted to walk to the operating room myself, but the hospital regulations didn't allow me to do that. In fact, my body still feels very strong. (page 5)*

The quote above shows that Dahlan's attitude is independent. From within, he wanted to walk into the operating room without the help of hospital staff, a hospital duty, but the hospital did not allow that. It is evident that Dahlan is not used to depending on other people.

*"Oh, yes, tomorrow Mbak has to go to campus. So, you guys take care of each other, help each other. If there's no food, don't steal sugar cane!" (page 108)*

*45 "If you are hungry, look for fish in the river. Or, ask Foreman Komar for work and pay for a stick or two of sugar cane. Remember, no matter how poor we are, you and I are not willing if we beg for mercy from neighbors, family, or anyone else." (page 109)*

The author points out that Mbak Sofwati taught Dahlan and his younger brother Zain to be independent under any circumstances. Dahlan's parents and brothers also taught Dahlan and his sister not to depend on other people. Nor should they beg for mercy from others or engage in unrighteous behavior. Mbak Sofwati told her that if there was no food at home, Dahlan was asked to try, such as looking for fish in the river, asking Foreman Komar's work, and so on as long as he didn't ask anyone for mercy.

*"We have to try ourselves," said Mr. "We must seek, not idle around waiting for the mercy of others. You have a sheep or a buffalo, keep the best you can, trust and be grateful, sustenance will come in a way that you may never expect. So cheer up. There is no need to be discouraged because our lives are poor as they are now." (page 146)*

Based on the quote above, the author shows that your attitude in educating and inspiring the children of Kebon Dalem

through stories is evocative. The father told of a young man who came to the Prophet to ask for alms so that his family could eat that day. Dahlan's family has been educated from the start to be independent. They teach to seek and try on their own. Not asking for mercy and depending on others. Do whatever work or activity you do.

*If the two of them were able to live independently and away from anyone who was a close relative, why should I be afraid? Since childhood, you simply showed me how to live life. (p. 362)*

The quote above shows that Dahlan's independent attitude was educated from his family, he saw the example of his father and two brothers who were able to live independently in overseas lands. He saw his brothers who were very independent in life. The value of independent character in the novel Shoes Dahlan is in accordance with the theory of the Ministry of Education and Culture that the value of independent character is an attitude and behavior that does not depend on others (Ministry of Education and Culture, 2017).

The value of independent character is further described by Dahlan's house which is so simple. The house was shaped by Mr. with his creativity.

*The walls of my house are made of pieces of red brick that you have collected one by one from the remains of buildings that are not used by their owners. (page 42)*

Looking at the quote above, it can be concluded that you have a creative attitude. Kemdikbud (2017) said that one of the implementations of the value of independent character is creativity. Mr. Dahlan's attitude in arranging the house with a minimum budget. Dad collects pieces of unused building debris for the walls of their house.

The value of independent character is then described by the character Komariyah. He is the only female friend of Dahlan's who is tough and brave. He also always goes with friends who are mostly male.

*She's a brave woman. He is also a student of Madrasah Tsanawiyah PSM, it's my class. He is very thorough and thrifty. ( p. 149 )*

From the quote above, it can be concluded that Komariyah had a brave attitude. She was the first woman who wanted to herd sheep with all male shepherds. Everything that is taboo for the people of Kebon Dalem can become normal for him. As stated by Kemdikbud (2017) that one of the sub-values of independent character is courage.

Another independent attitude in the novel Shoes Dahlan by Khrisna Pabichara is shown by the attitude of hard work. In accordance with the theory of the Movement for Strengthening Character Education (PPK) launched by the Ministry of Education and Culture (2017), the value of work ethic (hard work) is included in the sub-values of independent character education. Here's the quote.

*You never heard him complain even though sweat was dripping down*

*his body. Glossy wet gray hair becomes a not boring sight, repeating itself every day. It doesn't mean that your body is frail or your skin is wrinkled, you keep on working. (page 23)*

Based on the quote above, the author shows that you work very hard for the sake of your children. He tirelessly earns a living for his children. Father never complained at all to Dahlan or his family.

*Since my mother died, my father was rarely at home. Every night, with a lamp in hand, he goes to the crooked rice fields that he cultivates. Sometimes they come home late at night, sometimes just before the call to prayer for Fajr is heard, then leave again. (page 163)*

*...Father often goes out at night, sneaking into his rice fields, disappearing with a hoe on his shoulder behind the tree trunks. I often hear rumors from the villagers about you often spending the night in the fields, but this is the first time I have seen it myself. He did not want to be praised, did many things in secret. (p. 183)*

The quote above shows the father's hard work to earn a living for the sake of his children. You also often go out for days every time you get a call to repair the house, roof, door, or whatever. Sometimes the call is so far from home that it has to go away for some time.

*Since childhood, my father taught me to work hard, no matter what. But, of the many types of work I've ever done, being a volleyball coach is the easiest job with the most expensive salary (page 331)*

The quote above shows that Dahlan is trained to work hard. Since childhood, every time he wanted something he worked hard to be able to buy what he wanted. Whatever work he did, he started herding sheep, helping his mother deliver batik orders, to becoming a volleyball coach.

### **Discipline**

Dahlan is a disciplined child. He is never lazy and always works on time. After the dawn prayer, Dahlan worked as usual mowing the grass. The quote is as follows:

*Until dawn, I was still violated. After the morning prayer, I went straight to the moor to mow the grass as usual (page 220).*

Dahlan is an obedient and orderly child in carrying out daily worship. Every time the dawn call to prayer was heard, he immediately got up. It didn't take him long to get ready for the dawn prayer. The quote is as follows:

*Once moved, the dawn call to prayer was heard from the direction of the breach. I immediately sat cross-legged in the middle of the pandan mat, rubbing my eyes so I could sharpen my eyes, observing Father who was awake and getting ready to break (pages 24-25).*

Not only disciplined at work, Dahlan is also disciplined in coming to school every morning. While none of the other students had come to school, Dahlan was already at school. This can be seen in the following quote:

*I arrived in front of the bulletin board hanging on the office wall. Not a single student has come yet. I'm the only one. And, this is normal for me. At home, you are very strict in training us about discipline, that's how we value time (Pabichara, 2012: 53).*

Father is a father figure who is diligent and disciplined at work. the quote is as follows:

*"Tell me something about your father, Lan."*

*"About what?"*

*"Anything!"*

*I stared at Kadir for a long time. He glanced back at me.*

*"My father is strict, disciplined!"*

*"But diligent..." (Pabichara, 2012: 314).*

*Mr. has a pair of sharp eyes with slightly thick eyebrows. His hair was black, thick, and coarse. He is very strict and disciplined (Pabichara, 2012:17).*

Mother is also disciplined at work. He always makes batik diligently. The quote is as follows:

*Night has come. Mother was ready to throw herself into silence. A sheet of mori cloth, which he had just received this morning, had been placed on the pandan mat. The telok lamp has been moved to the nail hook on the center pole of the house (Pabichara, 2012:47-48).*

### Nationalist

Nationalist values reflect loyalty to the nation and place the interests of the nation and state above personal or group interests, manifested in the behavior of upholding the dignity of the nation, fighting spirit, self-sacrifice and love for the homeland. The value of the nationalist character in this novel is shown by the attitude of the Magetan Regent who opposed the establishment of a new state. More details can be found in the following quote.

*Laskar Merah, that's how the old people in my village named the troops formed by the "left wing" of the People's Democratic Front. It started with a giant meeting in Madiun square, August 15, 1948. Muso, who at that time was called the Prophet of Moscow, criticized and accused the Hatta Cabinet of failing to bring the Indonesian people into the gates of prosperity.*

*(page 64)*

*Then, in mid-September 1948, in Madiun, a state was established, the Indonesian Soviet Republic. The*



*country was founded by FDR. And, anyone who dares to oppose the establishment of the new state will be "arrested". The regent of Magetan, R. Soedibjo, fiercely opposed him, as a result he was immediately "arrested" by the Red Army. As a replacement, FDR chose a PKI militant cadre, Soebandi, as the Regent of Magetan. (page 65)*

The author describes that the feeling and attitude of love for the homeland of the Magetan Regent, R. Soedibjo to the Indonesian state is very high. He opposed the troops of the People's Democratic Front to establish a new state. He defended Indonesia. As a result of opposing the establishment of the country, he was arrested by the Red Army. This attitude is included in the nationalist because it reflects loyalty to the nation and state. As stated by the Ministry of Education and Culture (2017) that nationalist values can be implemented with various actions and one of them is an attitude of self-sacrifice and loyalty to the nation and state.

It's like winning the Olympics, our style when the Regent of Magetan handed me a half-meter-high trophy. I kissed the cup wholeheartedly, then passed from one hand to another. The crowd roared. My eyes darted around looking for someone in the crowd. But, you've disappeared. The sub-district head came over and whispered something in my ear.

*"Can you put your shoes back on?"*

*I was flabbergasted. The other friends fell silent.*

*"I want to feel your fighting spirit again"*

*I slowly grabbed the shoes I was draping around my neck, untied the knot and quickly put them on. (p. 279)*

Quotations of nationalist character values were also shown by Dahlan figures and other members of the Takeran Islamic Boarding School volleyball team. They managed to win the competition against SMP Magetan which was considered to have won the competition and was known as an opponent who was hard to beat. Their fighting spirit is included in the values of nationalist character. The Ministry of Education and Culture said that one of the implementations of nationalist character education is excellence and achievement (Ministry of Education and Culture, 2017). Dahlan and his friends fought on behalf of the Takeran Islamic Boarding School against the best and most famous junior high schools in Magetan.

### **Religious**

Religious values reflect faith in God Almighty, manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding tolerance towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. religion in the novel Shoes Dahlan by Khrisna Pabichara.

*...In fact, I won't pray, I won't force the God I love with commands like "make this operation easy, Lord!" or "please, save my life" or whatever.*

*Lord, it's up to You alone!*

*That's the sound of my prayer. Short. Congested.*

*And, surrender. (page 5)*

Based on the quote above, the author shows the dimension of Dahlan's relationship with God, namely by praying before doing something. Dahlan also surrendered to God about his life. He did not want to ask or force God to save his life for the operation but he surrendered to God whatever the outcome would be. Either he's still alive or he's about to die. This attitude shows that Dahlan believes in and surrenders to God for him.

*...Then, I begged again for God to immediately move me, throw me far away from this gripping space.*

*And, God is indeed an incomparable answerer of prayers.*

*Suddenly I was in the yard of a house: the past. (page 9)*

The author shows Dahlan's attitude of believing in God. He always prays and asks God for anything. He believes that God is indeed an incomparable answerer of prayer. As the operation progressed, it felt like a dream. He is reminded of the past, the atmosphere at home as a child and meets a person who looks like his mother. He asked God to be moved from the shadow of the empty and tense space.

*...God bless Kebon Dalem with loose and fertile soil. Rice and secondary crops are growing well. Bananas,*

*cassava, or tubers bear fruit well. (page 14)*

From this quote the author shows the setting of a place that is so beautiful and pleasant, namely Kebon Dalem. A small village with six houses located far from each other. The quote also shows that from this background, residents are grateful for what God has given them. Because the soil is loose and fertile, so Kebon Dalem can be planted with various plants and plants that are useful and can be used as a source of sustenance. Such as rice, secondary crops, bananas, cassava, and tubers. Plants and fruits can also be used to meet daily food needs.

Like the previous nights, Father had left for the fields after the Isha prayer. (page 24)

*... So moved, the Fajr call to prayer was heard from the direction of the langgar. I immediately sat cross-legged in the middle of the pandan mat, rubbing my eyes so I could sharpen my eyes, observing Father who was awake and getting ready to break. (pages 24-25)*

*After the Maghrib prayer, Zain and I went straight home leaving our friends who were planning to fish in the river tonight (107)*

*"You play after Asr prayer". That's the news we finally heard from this smiling young teacher. (228)*

The next religious value quote, the author describes the character's attitude. Your

attitude shows the dimensions of the Dahlan family's relationship with God, namely by doing what God has ordered in accordance with the beliefs he holds, namely obedient worship. This is explained by performing the five daily prayers, Fajr, Dzuhur, Asr, Maghrib, and Isha. Mr.'s attitude, which is always ready to break when he hears the call to prayer, also illustrates that Dahlan's family is obedient in carrying out worship on time. They are also diligent in going to the langgar or musholla to perform congregational prayers.

The quote of religious character values in the novel *Shoes Dahlan is in* accordance with what has been conveyed by the Ministry of Education and Culture (2017) that religious values reflect faith in God Almighty. In this novel, the value of religious characters includes the dimensions of the relationship between humans and their God and the dimensions of humans with each other.

### **Implementation of Character Education Values in Dahlan's Shoes Novel**

The characters shown by the characters in the novel *Shoes Dahlan* provide many positive images related to the process of living daily life. form of implementation of the nature and character of Dahlan in everyday life in the form of character education. It is important to know that character education must be learned from an early age as an effort to strengthen morale

Before growing up (Sulistiyowati, 2013). This is because at the time of growing up moral values mostly decline due to the influence of foreign cultures and also lifestyles that are constantly

changing. The form of implementation in question is to instill character education values in Indonesian language learning since elementary school. In elementary school learning is taught about writing, reading, and understanding characters in fiction and non-fiction stories (Munaf, 2008). This understanding of character is one of the basics in the relevance of the application of character education.

### **CONCLUSION**

Based on the results of data analysis, it can be concluded that there are character education values such as (1) hard work in the form of parents having a hard work spirit to meet the needs of their children, as well as a child having a hard work spirit to achieve goals with their own sweat, (2) independence in the form of not being too dependent on others, (3) discipline in the form of parents training their children about discipline. The child instills discipline in his daily life, (4) nationalist in the form of a child who continues to excel and become superior, and (5) religious in the form of always praying before doing something.

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