

## Never Give Up Attitude in the Novel of Negeri 5 Menara as A Reinforcement of the Pancasila Student Profile

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Published: 30/04/2024

### How to cite (in APA style):

Darmiyati., Mukti, M. & Nurnaningsih. (2024). Never Give Up Attitude in The Novel of Negeri 5 Menara as A Reinforcement of The Pancasila Student Profile. *Retorika: Jurnal Ilmu Bahasa*, 10(1), 11-18. Doi: <http://10.55637/jr.10.1.9379.11-18>

**Abstract**-This qualitative study explores the depiction of the "never give up" attitude in Ahmad Fuadi's novel "Negeri 5 Menara," focusing on its role in reinforcing the Pancasila student profile. Utilizing a methodological framework grounded in theoretical sources, the research conducts an in-depth investigation employing literature review, analysis, and presentation techniques. Data collection methods include library research and meticulous note-taking, with a structured strategy centered on focused inquiry and single case studies. Semiotic analysis is employed to uncover layers of meaning within the text, with data validation conducted through theoretical triangulation. The findings highlight the portrayal of the never give up attitude as the characters' relentless pursuit of success, influenced by their experiences at Pesantren Madani. Key principles shaping this attitude are identified, including "man jadda wajada" (Whoever strives will succeed) and "I'timadu alā nafsik" (Stand on your own feet). In conclusion, the study emphasizes the significance of the never-give-up attitude in fortifying the Pancasila student profile, fostering resilience and determination. It underscores the intricate interplay between literary portrayal and societal values, offering insights for educators and scholars.

**Keywords:** Novel, Never Give up, Pancasila Student Profile, Qualitative Study, Semiotic Analysis

### I. INTRODUCTION

Artworks that emphasize aesthetic aspects, such as literary works, not only contain profound wisdom and lessons about life, but also provide entertainment and pleasure to their readers, which are rarely found in other works. Thus, high-quality literary works are capable of clarifying, deepening, and expanding human understanding and appreciation of the essence of life. (Al-Ma'ruf dan Nugrahani, 2018).

Negeri 5 Menara is a novel by Ahmad Fuadi that tells the story of six students from various regions undergoing education at Pondok Madani (PM) in Ponorogo, East Java. They are Alif Fikri Chaniago from Danau Maninjau, Raja Lubis from Medan, Said Jufri from Surabaya,

Dulmajid from Sumenep, Atang from Bandung, and Baso Salahuddin from Gowa. They study, live in dormitories, and undergo education from grade 1 to grade 6 together. Their relationship grows closer and they share a common interest, which is sitting beneath the towers of Pondok Madani. Because of this interest, they call themselves Sahibul Menara (the Lords of the Towers). Beneath the towering minaret of the mosque, they often wait for the call to prayer while observing clouds that resemble continents in their eyes. In their imagination, these clouds transform into their respective dream countries and continents, ultimately motivating them to pursue their dreams and life goals..

The spirit of not giving up is also reflected

when Alif sees his friends starting to feel tired and sleepy from studying too late. Although some of them are beginning to feel exhausted, there are also those who remain strong to keep studying. Alif doesn't want to succumb to the drowsiness either; he is determined to fulfill the commitment he has written in his book. This is reflected in the following quote, "I don't want to give up either. Although my eyes are heavy, I want to follow through with the determination I've written in my book. I will work hard until the end." (Fuadi, 2009, p. 199). Research conducted by Tursih et al. (2021) affirms that the novel of Negeri 5 Menara depicts the spirit of the never give up attitude, emphasizing high discipline and obedience to time as reflected in the expression 'man jadda wajada.' Not only does the main character, Alif, possess a strong spirit of perseverance, but almost all the characters in it also exhibit this trait."

The choice of "Negeri 5 Menara" as the focal point for this study stems from its profound portrayal of the never-give-up attitude, particularly within the context of Islamic boarding schools. This novel stands out for its vivid depiction of the educational experience within these institutions, which are instrumental in shaping the characters of the students. By delving into the reception, influence, and thematic richness of the novel, we gain a deeper understanding of why it serves as an exemplary case study. Firstly, "Negeri 5 Menara" has garnered significant acclaim and attention since its publication. It has resonated not only with readers within Indonesia but also with audiences worldwide, reflecting its universal themes and compelling narrative. Moreover, the novel's exploration of character values, particularly the unwavering determination exemplified by characters like Alif Fikri, makes it an ideal subject for study. Alif's journey, from initial reluctance to wholehearted dedication to his education within the Islamic boarding school, encapsulates the essence of resilience and perseverance in the face of challenges. Furthermore, the thematic richness of "Negeri 5 Menara" extends beyond its portrayal of individual characters. It delves into fundamental moral values, such as prayer, faith, gratitude, reliance, and sincerity, which are integral to the Islamic boarding school experience. Maulana & Suryana's (2021) research underscores the multifaceted nature of these moral teachings embedded within the narrative, emphasizing their relevance and applicability to diverse educational

settings. Incorporating "Negeri 5 Menara" into this study not only provides insight into the educational dynamics of Islamic boarding schools but also offers valuable lessons for students at various educational levels. By examining how effective education can foster not only academic growth but also moral and character development, we contribute to a broader conversation on the role of education in nurturing well-rounded individuals capable of contributing positively to society.

The research delves into the exploration of the "never give up" attitude within the context of the Pancasila Student Profile. This aspect is crucial in shaping the character of Indonesian students, emphasizing lifelong learning, global competence, and adherence to Pancasila values (Amalia & Mujazin, 2023; Rusnaini et al., 2021). However, to provide a more comprehensive understanding of the study's approach, it is essential to briefly outline the methodology employed. Will the analysis involve textual examination, thematic exploration, or other methodologies? Such clarification would enhance the reader's grasp of the research's rigor and approach. Moreover, while the introduction effectively highlights the significance of literary works and character education, it could benefit from a clearer articulation of the specific research gap this study aims to address. What particular aspect of the relationship between the novel's themes and the Pancasila Student Profile remains unexplored? By elucidating this gap, the introduction would set a clearer direction for the study and underline its unique contribution to the existing body of research. Additionally, integrating references such as the preamble of the 1945 Constitution, the National Education System Law, and the educational philosophy of Ki Hadjar Dewantara from his work "Darmawan" (2021) adds credibility to the formulation of the Pancasila Student Profile and its dimensions. This provides a robust theoretical foundation for understanding the character and competencies required to cultivate exemplary global citizens from an early age across all educational levels.

The Pancasila Student Profile is an implementation of national character education. The goal of character education is to assist students in acquiring and reinforcing qualities such as respect, responsibility, and honesty so that they become responsible citizens. (Agustini, 2021; Birhan et al., 2021). The noble values in this character education generally come from religious teachings, ethics, customs, traditions,

and morals that are inherited through oral and written traditions. One effective written medium for instilling these values is literary works, especially in the form of novels. Literature learning is seen as a relevant method to students' lives because literature reflects human life and contains moral values. (Setiani & Arifin, 2021; Wahyuni et al., 2022; Zhenzhao, 2023).

While the introduction convincingly argues for the significance of literary works in character education, it's important to acknowledge potential critiques or challenges associated with using novels as a medium for instilling moral values. By addressing these aspects, the discussion gains depth and demonstrates a nuanced understanding of the topic. The novel "Negeri 5 Menara" is often presented by teachers as a learning material for Indonesian language learners, emphasizing its capacity to develop skills and character in alignment with the Pancasila Student Profile. This profile encompasses six formative dimensions, one of which is the attitude of perseverance. Throughout the novel, the main characters encounter various challenges and exhibit mature thinking, make critical decisions, remain steadfast, and demonstrate a high level of perseverance. However, it's essential to critically examine whether the portrayal of perseverance in the novel aligns entirely with the ideals of the Pancasila Student Profile, or if there are nuances or limitations to consider. The aim of this article is to explore the theme of perseverance in "Negeri 5 Menara" by Ahmad Fuadi, examining its role as a reinforcement of the Pancasila Student Profile while also considering potential complexities or alternative interpretations. By delving into these aspects, a more comprehensive understanding of the novel's contribution to character education can be achieved.

## **II. METHODS**

This research employs a qualitative approach to explore the theme of perseverance as depicted in Ahmad Fuadi's novel, 'Negeri 5 Menara.' Although the qualitative nature of the study is acknowledged, it is essential to specify the particular qualitative methodology guiding the investigation. In this study, the note-taking method, drawing from theoretical sources, serves as the foundation for analysis and interpretation. However, for greater clarity and transparency, it would be beneficial to delineate the specific qualitative approach employed, such as phenomenology or grounded theory, to elucidate

the philosophical underpinnings guiding the research process (Nurnaningsih et al., 2022). The investigation delves into various dimensions of the never give up attitude portrayed in the novel through literature review, analysis, and presentation. Employing focused research and a single-case or embedded research strategy, the study encompasses a comprehensive examination of key elements, including the construction of perseverance and the portrayal of Pancasila Student Profiles. Additionally, semiotic analysis adds depth to the exploration of themes and motifs within the narrative." This revised version addresses the need for clarity regarding the qualitative approach, specifies the methods used, and provides a clearer overview of the research strategy employed..

The data used in this research are phrases or sentences reflecting the never give up attitude and the Pancasila Student Profile found in the novel of Negeri 5 Menara by Ahmad Fuadi. The primary source of data is the novel itself. Additionally, secondary data are also used, including papers, essays, critiques, and books related to the research object.

Data collection involves employing library techniques, reading methods, and note-taking strategies. The library technique entails gathering documents such as articles, papers, and journals pertinent to the novel "Negeri 5 Menara" and relevant writings on character education and the Pancasila Student Profile. The reading method entails a thorough examination and analysis of "Negeri 5 Menara" by Ahmad Fuadi to comprehend its overall structure, intrinsic elements, and extrinsic elements. The note-taking strategy necessitates recording phrases, clauses, sentences, or paragraphs considered relevant as text data concerning the research issue. To assess data validity, the researcher employs theoretical triangulation. The data analysis technique employed in this study is the method of semiotic reading, which includes heuristic and hermeneutic approaches. In heuristic reading, the interpreter interprets referentially through linguistic signs. Additionally, please provide a brief explanation of these approaches and how they are applied to analyze textual data.

## **III. RESULT AND DISCUSSION**

### **Analysis of The Never Give Up Attitude in the Novel of Negeri 5 Menara by Ahmad Fuadi**

Negeri 5 Menara is a novel about life's journey. The inspiration for this novel comes from the author's experiences, Ahmad Fuadi. Its

plot makes sense and is created using the author's creativity and thoughts. The main character of Negeri 5 Menara, Alif, is forced to follow his mother's instructions at the beginning of the novel. Alif's real goal is to become an engineer like Prof., hence he wants to go to a public high school. But his mother expects him to follow in Buya Hamka's footsteps and become a renowned religious leader (Fuadi, 2009). Alif was initially highly irritated by Amak's decision. He had absolutely no desire to attend an Islamic school.....

He took a time to gather his thoughts. All I did was listen. I can feel my head floating right now. Amak continued in a tremulous voice after settling down for a while and inhaling deeply. So, Amak implores you to forego attending a public high school. To ensure that superior seeds are admitted to the madrasah high school, not for financial gain." Surprised, I blinked. I felt helpless. My head hung low, and the rattan chair I sat on creaked. The ideal universe I had spent so much time creating in my mind, public high school, abruptly crumbled and vanished into thin air (Fuadi, 2009).

Abruptly, a letter from his uncle, an Egyptian student at Al-Azhar University, arrived. He wrote in his letter that several of his Madani Islamic Boarding School-educated pals in Egypt were extremely well-behaved and spoke Arabic and English with ease. He recommended that Alif pursue her studies there in the epistolary note. Alif, moved by his uncle's letter, granted Amak his wish—but only under the proviso that he have to go to Madani Islamic Boarding School and not just any old school. Alif and his father boarded a bus and traveled the three days across the island of Sumatra to Madani Islamic Boarding School. Unaware of this boarding school, Alif continued to question if this was the right choice during the travel. He had learned what he knew from his uncle's letter.

Alif made close friends with Atang from Bandung, Raja from Medan, Said from Surabaya, Dulmajid from Madura, and Baso from Gowa, South Sulawesi, while he was a student at the Islamic boarding school. Through thick and thin, during their days full of lessons and hectic schedules, they relished each other's companionship. They met under the tower every day before dusk, where they discussed their goals and desires. They were known as the Lords of the Tower by other pals.

Every day, the Madani Islamic Boarding School pupils go through a learning process.

They follow stringent guidelines and adhere to rigid schedules. The pupils at Madani Islamic Boarding School have great fluency in two foreign languages, Arabic and English, which is one of the school's top results. According to the regulations, new students are only permitted to speak Indonesian for the first several months. They have to speak in English and Arabic, the second language, after four months. All Madani Islamic Boarding School students are required to be proficient in both Arabic and English within a certain amount of time, and because of their dedication and hard work, they excel in their studies, including Alif. The teachers' instilled values of discipline and sincerity are engraved firmly and fervently within them. Knowing Arabic and English well enough to apply it to every action they conduct eventually serves as a preparation for achieving their goals.

The spirit of the never give up attitude in the novel of Negeri 5 Menara is the effort of the characters to achieve success influenced by the learning process at Madani Islamic Boarding School. It is narrated that during the learning process at Madani Islamic Boarding School, a special moment experienced by the students is when the teachers accompany them in memorization. This is done in evening extra classes. At that time, the students review the lessons learned previously and prepare for the next day. The students and teachers engage in warm discussions. The students ask the teachers some questions, and the teachers happily answer those questions.

The activities of the students at Madani Islamic Boarding School are described chronologically with a spirit of the never give up attitude and high level of discipline. One of the most famous principles taught by the teachers is "man jadda wajada." It is revealed that the students receive encouragement and examples of life as well as positive values as the first principle. This material is delivered by the teachers comprehensively to enhance the students' learning spirit. Students are also given an understanding that they have a very important role in shaping their own future. Whenever students face difficulties in life, they are reminded with motivational words, especially in efforts of hard learning which demonstrate strong spirit, such as mastering languages or facing exams. These principles are an implementation of Allah's teachings. Through these verses, humans are given the understanding that they have the ability to change their own destiny. It is revealed

that Kiai Rais conveys these principles of life to the students.

"We must change, but don't expect the world to change. Recall, my kids, that Allah declares that He will not alter a people's destiny until they do. Instead of just dreaming and praying, create, alter, and act upon your desires if you truly want to become somebody. And take action right away!" (Fuadi, 2009)

According to the verse, Sunnatullah is a natural law that Allah has established and it is both universal and constant. This is His creation's version of a fate decree. Sunnatullah asserts that God will provide success to those who sincerely strive for it and focus themselves toward it; those who disregard it will be left behind. After examining the theme, it becomes clear that achieving a desire requires a strong work ethic and a high level of motivation.

It's also crucial to remember that new students only have four months to learn how to speak Indonesian. After four months, every communication must be in both Arabic and English, all day long. Have faith that, with effort, you can succeed. Learning other languages is essential for accessing global opportunities." (Fuadi, 2009)

The new students at Madani Islamic Boarding School set a goal to master foreign languages within four months. They channel all their potential and efforts with a high level of discipline, and use various methods of language learning. The following is a description of the language learning process undertaken by the students.

"Consider that this is a true multimodal learning process. Shouting out new words as the sun comes up, making ourselves comprehend them and incorporate them into our sentences, paying attention to how they're spelled, and then writing them down to ingrain them into our most ingrained memories. We carry out this daily, seven days a week. It's a straightforward but very effective technique that helps ingrain new language into our brain, ensuring that it's never forgotten." It's...

Not only that, but the majority of us bring a dictionary, and we have no idea who ordered it. If a real dictionary isn't available, we may always carry a mufradat book—a notepad that has been trimmed down to fit into our pockets or clothing—around with us. Pupils are frequently observed carrying mufradat books as they are waiting in line for meals, restrooms, or to move between sporting events. We have a fixation on

expanding our vocabulary." (Fuadi, 2009)

Man jadda wajada (Whoever strives will achieve success), i'maluu fauqo maa amilu (Strive beyond your abilities), i'timadu ala nafsik (Rely on yourself), man thalaba al-u'lā sahira layāli (Whoever seeks greatness will work until late at night), and man sabara zhifira (Whoever is patient will receive a better life) are just a few of the character education principles that the teachers instill in the students at Madani Islamic Boarding School.

They cling to these beliefs so that they will always be mindful of them in all that they do. Man jadda wajada is one of the five instilled concepts that has the biggest impact on their life and is frequently recalled in their thoughts when they need to be active and overcome barriers, particularly if the task calls for extra effort and challenge.

Students of Madani Islamic Boarding School exhibit a culture of diligence and self-control in their activities. The idea of man jadda wajada is ingrained in the pupils' daily life by the professors. It is told that the first lesson the pupils get is an exhortation to study hard and pursue their goals in life with optimism. Teachers consistently stress that pupils' futures are determined by their own efforts, and that God will use those efforts to determine their fate. As the adage goes, "Share suffering begets strong friendship." Raja, Said, Dulmajid, Atang, Baso, and I have been getting together and studying more frequently since we were enlisted as spies. We talk about strategies to break free from the limitations of security surveillance when we are sick of learning.

The best times to get together are right before the Maghrib prayer and right before bed. At first, we would frequently congregate in the hallway in front of our rooms, which served as both a common hallway and a place to study. Anyone who wanted to may stop by and participate. We felt the need to locate a more private location, nevertheless. Among all of us, Baso was the most conscientious and consistently arrived at the mosque first when called. He was quite rigorous about making time to read his favorite book, the Quran, which he had owned since his hometown, since he made the commitment to memorize more than six thousand passages of the Quran. He made a recommendation.

"To make it safer and more relaxed, how about we just gather in the mosque?" We looked at each other. The mosque was indeed

comfortable, but it would surely be crowded and noisy. Slowly, we shook our heads (Fuadi, 2009).

In Madani Islamic Boarding School, Kiai Rais is regarded as an inspiring teacher. In every lesson, he always emphasizes to his students the importance of perseverance and diligence in learning, regardless of how difficult the circumstances may be. Kiai Rais believes that every student has the potential to achieve success in the future as long as they follow the life principles he teaches. Hard work and motivation are applications of the teachings contained in the Quran, Surah Ar-Ra'd (13). From this verse, we can understand that humans have the ability to change their own destiny. God's destiny will only be realized if humans make an effort.

### **The Never Give Up Attitude in the Novel of Negeri 5 Menara by Ahmad Fuadi as a Reinforcement of the Pancasila Student Profile.**

The novel of Negeri 5 Menara depicts a strong work ethos to utilize time wisely, with a spiritual approach as the key to success in achieving eternal glory. This signifies that time is a valuable asset for humans. If not utilized properly, time will be wasted without meaning. Another message conveyed is the importance of avoiding wasting time. The novel shows that motivation is the driving force for the characters to achieve their dreams, supported by hard work, prayer, and discipline.

Citing Ki Hadjar Dewantara's opinions in Musyadad (2022), it is stated that "education as a cultural process is oriented towards developing good individuals as well as good societies." Education, being a cultural process, must have a dual direction in order to develop pupils who can comprehend both their surroundings and themselves. This orientation ought to be balanced, with opportunities for each person to use their skills to complement their surroundings and education that aids in helping people realize their potential. Thus, intellectual, emotional, artistic, and physical growth are all necessary components of schooling for cultural development.

The results are also associated with the study conducted by Nugrahani et al. (2019), which details how Laskar Pelangi has functioned as a teaching tool to help society comprehend the moral values that the author conveys regarding human relationships with God, others, and oneself. Because these ideals are communicated through exquisite, captivating, and heartfelt

narrative techniques, this educational process becomes effective. The research of Hariyani & Al-Ma'ruf (2019) also strengthens the notion that the spirit of struggle in the novel of Tentang Kamu consists of the spirit of struggling through life, the spirit of striving for success, and the spirit of completing tasks.

The never give up attitude is one of several attitudes considered important in the Pancasila student profile. The Pancasila student profile is a collection of attitudes, leadership, and personalities desired for Indonesian students. The attitude of perseverance is one of several attitudes considered important in the Pancasila student profile, others include being willing to take risks, thinking openly, and thinking globally. The attitude of perseverance means that students not only agree with progress but also have strong leadership in decision-making. Students who have a persevering attitude will always seek new challenges and strive to create and enhance the added value of resources. This attitude is part of the desired values in the Pancasila student profile, which also includes being willing to take risks, thinking openly, and thinking globally.

The integration of the Pancasila Student Profile into daily activities, as advocated by Ki Hadjar Dewantara as habituation, is crucial for effective character development. The delineated phases for each dimension and element of the Pancasila Student Profile offer valuable guidance for curriculum development, fostering a supportive school culture and enriching learning experiences. It's important to acknowledge that individual children may progress through these phases at different rates, necessitating schools to accommodate the unique developmental trajectories of each child. To strengthen the integration of the Pancasila Student Profile within schools, it's imperative to expand the curriculum structure beyond intracurricular programs. Co-curricular and extracurricular activities, although less formal, hold immense potential in character formation and nurturing broader competencies encapsulated in the Pancasila Student Profile. By adopting a holistic approach that encompasses both in-class and out-of-class activities, schools can optimize character development and competency acquisition among students. Furthermore, it's crucial to emphasize the importance of resilience and perseverance, embodied in the "never give up" attitude, in shaping the Pancasila student profile. Highlighting these qualities not only reinforces the significance of Pancasila values but also

underscores their practical application in overcoming challenges and achieving personal and societal goals. Looking ahead, this study paves the way for future research. Further exploration could investigate the effectiveness of specific pedagogical approaches in fostering the Pancasila Student Profile or examine the long-term impact of co-curricular and extracurricular activities on character development. By building upon these insights, educators can continue to refine strategies for nurturing well-rounded individuals committed to the principles of Pancasila.

#### **IV. CONCLUSION**

The portrayal of the never-give-up attitude in the novel "Negeri 5 Menara" extends far beyond its narrative boundaries, offering profound insights into the resilience and perseverance crucial for success in various aspects of life. Rooted in the ethos of Pesantren Madani's education, principles such as "man jadda wajada" (Whoever strives will surely succeed) and "i'malū fauqa mā amilū" (Strive harder) underscore the transformative power of relentless effort and determination. However, it's essential to acknowledge potential limitations in fostering resilience and perseverance. Factors like individual differences in response to adversity, socio-economic barriers, and cultural influences may impact the effectiveness of interventions aimed at cultivating these qualities. By recognizing these limitations, we can better tailor strategies to address diverse needs and circumstances.

Beyond the narrative context, cultivating the never-give-up attitude among students holds implications that transcend academic realms. It equips individuals with the mindset and fortitude necessary for navigating challenges, empowering them to overcome obstacles and achieve their goals. To translate these insights into actionable recommendations, educators, policymakers, and other stakeholders could consider practical interventions. For instance, incorporating elements of the never-give-up attitude into school curricula, implementing mentorship programs to support students facing challenges, or fostering a growth mindset culture within educational institutions. These measures can help bridge the gap between research findings and real-world implementation, providing tangible support for students as they strive for success.

Moreover, in the realm of career development, the never-give-up attitude emerges

as a crucial determinant of success. Individuals embodying this mindset demonstrate the grit and determination needed to excel in their chosen fields, persisting through setbacks and challenges. Employers value employees with resilience, recognizing their ability to adapt to dynamic environments effectively. Thus, fostering resilience and perseverance among students not only enhances academic performance but also prepares them for success in their future careers.

Looking ahead, future research could delve into the efficacy of educational interventions aimed at instilling the never-give-up attitude. By leveraging insights from narratives like "Negeri 5 Menara," researchers can design targeted interventions or curriculum adjustments to cultivate resilience and perseverance among students. Long-term studies could assess the impacts of such interventions on academic performance, career outcomes, and overall well-being, offering valuable insights into the role of mindset in shaping individuals' trajectories. Through continuous exploration and implementation of evidence-based strategies, we can better support students in realizing their full potential and navigating the challenges they encounter along the way.

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