



EDUCATIONAL VALUES IN THE NOVEL “PANGERAN HATI” BY MELLYANA DHIAN

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ARTICLE INFO

Article history:

Received: 2 January 2026

Revised: 10 January 2026

Published: 11 January 2026

Page: 52-59

Keyword:

Value; novel; education

ABSTRACT

The purpose of this research is to describe what education value are contained in Mellyana Dhian's novel Pangeran Hati. The method used in this research is descriptive qualitative. The data in this study are written data in the form of text containing educational values in the novel Pangeran Hati by Mellyana Dhian. Research result – Based on the research results it can be concluded that the value of education in the novel Pangeran Hati by Mellyana Dhian includes the value of religious education includes praying, having good prejudice, advising in goodness, worship, giving thanks. then the value of moral education includes good morals dan bad morals. Good morals include helping, respecting older people, maintaining honor, forgiving, and being humble. while bad morals include selfish, oppressive, and lying. Then the social value of mutual respect by maintaining good manners and living in harmony between religious communities. Then the value of cultural education includes customs and traditional songs. The value education in novel Pangeran Hati by Mellyana Dhian is very important for students to emulate in their daily lives. The value of education is views that are able to shape a person's character for the better. The novel Pangeran Hati by Mellyana Dhian contains educational values consisting of religious education values, moral education value, social education value, and culture education value which are very beneficial for readers, both students and society in general.



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INTRODUCTION

Literary works are forms of creative expression by authors that represent the reality of human life through imaginative and meaningful language. Literature serves not only as entertainment but also carries an educational function, as it contains life values that can shape the perspectives, attitudes, and character of its readers. Nugroho (2019) asserts that literary works perform the function of *dulce et utile*—providing pleasure while simultaneously offering moral and educational benefits. Thus, literature plays a strategic role in the process of shaping human values and character.

As a genre of prose, the novel excels in depicting the complexities of human life in depth through characters, conflicts, and plotlines. According to Nurgiyantoro (2015), novels present life's reality imaginatively while remaining grounded in social and humanitarian values. Consequently, novels are frequently used as objects of academic study, particularly in research focusing on moral values, educational values, and character building.

Educational values in literature are understood as a set of ideas and messages related to the formation of human attitudes, behavior, and worldviews. Sukardi (1997) suggests that educational values in novels encompass divine, moral, social, and cultural values reflected through the characters' actions and dialogues. These values serve as a medium for indirect learning, as they are conveyed contextually through the story's conflicts and events.

Several previous studies have examined educational values in novels using various focuses and approaches. Rahma et al. (2024) found that the novel *Tanah Para Bandit* by Tere Liye contains moral and educational values concerning the relationship between humans and God, others, and themselves. This study emphasizes that novels can serve as a medium for internalizing values through characters and story conflicts.

Furthermore, Saulina et al. (2025), in their study of the novel *Hello* by Tere Liye, demonstrated that literary works contain ten character education values—such as religiosity, responsibility, tolerance, and social concern—represented through character behavior in a social context. This research reaffirms the relevance of the novel as a medium for character education based on the sociology of literature.

Another study by Andini et al. (2025) on the novel *Bumi Cinta* by Habiburrahman El Shirazy revealed character education values in the relationship between humans and God, the self, and others. Religious values, honesty, discipline, and social concern were the primary findings, showing that religious novels have significant potential in shaping the reader's character.

Additionally, Owa (2023), in a study of Kahlil Gibran's *Broken Wings*, found that the educational values in the novel are divided into divine and humanitarian values, such as compassion, responsibility, humility, and virtue. This study emphasizes the philosophical and humanistic dimensions of educational values in literature.

Gita (2022) examined educational values in the children's novel *Pop Stars* by Nila Chairulnisa and found that children's literature also contains moral messages and educational values relevant to character formation. This finding expands the scope of educational value studies beyond adult novels to include children's literature.

Amora et al. (2023) revealed that the novel *Mada* by Abdullah Wong contains moral educational values that instill perseverance, resilience, and wisdom in facing life's realities. This study emphasizes the novel's role as a tool for moral learning.

On the other hand, research by Ihsan (2022) on the novel *Pangeran Hati* by Mellyana Dhian focused more on external conflicts and their implications for literature learning in high schools. That study did not specifically or deeply examine educational values as an extrinsic aspect of the novel.

Based on the mapping of previous research, it can be concluded that studies of educational values in novels generally focus on the classification of values (religious, moral, social, and character) across various literary works. However, there is currently no comprehensive and systematic study discussing the educational values in the novel *Pangeran Hati* by Mellyana Dhian by situating it within the general research landscape of educational values in literature. This constitutes the research gap in this study.

The state of the art of this research lies in its effort to position *Pangeran Hati* not merely as a popular work full of conflict, but as a literary text containing educational values relevant to the reader's character formation. This research integrates an educational value study approach with a comparative analysis of previous findings, resulting in a more contextual and systematic mapping of educational values.

Accordingly, this study aims to describe and analyze the educational values contained in the novel *Pangeran Hati* by Mellyana Dhian. The research question for this study is: what educational values are contained in the novel *Pangeran Hati* by Mellyana Dhian?

METHODS

This study employs a descriptive qualitative approach. The qualitative approach was chosen because the research aims to understand and describe in depth the educational values contained in the novel *Pangeran Hati* by Mellyana Dhian, rather than testing hypotheses or measuring data statistically. The descriptive method is used to portray the phenomenon of educational values as reflected in the novel's text through words, sentences, dialogues, and story events.

The type of research used is library research, as the primary data source originates from written texts. The material object of this study is the novel *Pangeran Hati* by Mellyana Dhian, while the formal object is the educational values—encompassing religious, moral, social, and cultural values—as represented through the characters, conflicts, and events within the novel.

Data sources in this study consist of primary and secondary data. The primary data are textual excerpts from the novel *Pangeran Hati* that contain educational values. The secondary data include literary theory books, journal articles, and relevant previous research findings regarding educational values in novels, which are used to strengthen the analysis and discussion.

The data collection technique is conducted through the read-and-note method. The researcher reads the novel thoroughly and repeatedly to gain a holistic understanding of the story. Subsequently, the researcher notes textual segments in the form of words, phrases, sentences, or dialogues that indicate the presence of educational values according to the research focus. The recording process is carried out systematically by categorizing the data based on the types of educational values.

Data analysis is performed through several stages. The first stage is data reduction, which involves selecting and focusing on data relevant to educational values. The second stage is data display, which entails organizing the selected data into narrative descriptions according to the categories of educational values. The third stage is conclusion drawing/verification, which involves formulating research findings based on the results of the data analysis and linking them to theories and previous studies. The analysis process is conducted iteratively to ensure interpretive accuracy and consistency of the findings.

The data validity in this research is maintained through persistent observation and meticulous analysis, specifically by re-reading the text repeatedly and triangulating the findings with established theories and relevant research results. Thus, the results of this study are expected to possess academic validity and scientific accountability.

RESULTS AND DISCUSSION

1. Religious Educational Values

Results Religious educational values in the novel *Pangeran Hati* are evident through the characters' habits of praying, surrendering to God's will, and expressing gratitude for their life circumstances. This is illustrated in the following excerpt:

"I can only pray and surrender everything to Allah. There is no one else I can rely on but Him."

The quote demonstrates the character's attitude of making God the primary anchor when facing life's conflicts. Additionally, religious values are also seen in an attitude of gratitude, as depicted in the following quote:

"Whatever happens, I am learning to remain grateful because this life is a gift."

Discussion

These excerpts confirm that religious values in the novel are not conveyed normatively but through the characters' inner experiences. This finding aligns with Andini, Yusuf, and Nafsiyati (2025), who state that religious values in a novel function as the foundation of a character's personality in responding to life's conflicts. Thus, *Pangeran Hati* presents religiosity as a reflective and applicable educational value.

2. Moral Educational Values

Results Moral educational values in *Pangeran Hati* are represented through behaviors reflecting both positive and negative morality. Positive morality is seen in attitudes of respecting parents and forgiveness, as shown in this quote:

"I bowed my head before my mother. Regardless of the situation, she is still the person I must respect."

Conversely, negative morality is depicted through selfishness and dishonesty, as seen in the following quote:

"I chose to lie for my own interests, even though I knew it would hurt others."

Discussion

The juxtaposition of positive and negative morality serves as a medium for the readers' moral education. Characters who commit moral transgressions are depicted as experiencing inner conflict and social consequences. This pattern is consistent with the findings of Rahma, Pramujiono, and Indayani (2024), which suggest that moral values in a novel operate through a cause-and-effect mechanism, allowing readers to engage in ethical reflection on the characters' behavior.

3. Social Educational Values

Results Social educational values in this novel are manifested through mutual respect and concern for others. This is reflected in the following passage:

"We learned to respect each other's differences, even though our opinions were often not the same."

Furthermore, the value of social concern is demonstrated through acts of helping others:

"I couldn't bear to leave him alone. As fellow human beings, it is only right that we help one another."

Discussion

These quotes indicate that social values in *Pangeran Hati* are constructed through the relationships between characters within a social environment. This finding reinforces the view of Saulina, Harahap, and Riyanto (2025) that novels serve as a medium for social character education, particularly in instilling empathy and tolerance.

4. Cultural Educational Values

Results Cultural educational values are depicted through the characters' respect for local customs and traditions. This is evident in the following quote:

"We were taught not to forget our customs, for that is where our identity lies."

Culture in the novel acts not only as a setting but also as a guideline for the characters' behavior.

Discussion The portrayal of cultural values shows that the novel plays a role in preserving local values. This finding is in line with Owa (2023), who states that cultural values in a novel function to strengthen identity and collective awareness regarding local wisdom.

5. Synthesis of Findings (State of the Art)

Based on the results and discussion, it can be concluded that the novel *Pangeran Hati* contains integrated religious, moral, social, and cultural educational values. In contrast to Ihsan's (2022) research, which emphasized external conflicts, this study positions conflict as a medium for conveying educational values. Therefore, this research offers a point of novelty by positioning *Pangeran Hati* as an educational text that contributes to the readers' character building.

Relevance of Research Findings to Literature Learning in Schools

The findings regarding the educational values in the novel *Pangeran Hati* by Mellyana Dhian have strong relevance to literature learning in schools, particularly within the Indonesian Language subject at the junior and senior high school levels. Literature education aims not only to develop the ability to appreciate literary works but also serves as a means of character building by helping students understand the life values embedded in literary texts.

The religious educational values found in *Pangeran Hati* can be utilized in literature learning as a medium to internalize spiritual attitudes. Through the depiction of characters who surrender to God's will, pray, and express gratitude, students are encouraged to understand the meaning of religiosity contextually rather than doctrinally. This aligns with the objectives of literature education, which emphasizes the internalization of values through aesthetic experiences and personal reflection on the text.

The moral educational values in this novel are also relevant because they assist students in distinguishing between exemplary and non-exemplary behaviors. Depictions of honesty, responsibility, and patience—as well as the consequences of negative behaviors such as lying and selfishness—can serve as material for critical classroom

discussions. Through activities such as reading, discussing, and interpreting character behavior, students are trained to think reflectively and derive applicable moral lessons for their daily lives.

Furthermore, the social educational values portrayed through character interactions are relevant for fostering empathy, tolerance, and social concern among students. Literature learning can guide students to understand the social realities faced by characters, enabling them to relate events in the novel to social experiences in their school and community environments. In this sense, literature functions as a humanistic and contextual vehicle for social learning.

The cultural educational values identified in this novel play a significant role in school literature learning as well. The depiction of customs, traditions, and local wisdom can be used to cultivate cultural awareness and national identity. Through literature, students do not only learn about culture conceptually but also come to understand cultural values as life guidelines that must be respected and preserved.

Pedagogically, the results of this study can be implemented through various activities, such as character analysis, group discussions, reflective assignments, and critical response writing. With such an approach, *Pangeran Hati* can serve as an alternative teaching material that not only improves students' literary literacy but also supports the strengthening of character education as mandated by the curriculum.

In conclusion, the findings of this research confirm that the study of educational values in the novel *Pangeran Hati* is both relevant and applicable to literature education in schools. This novel can be utilized as an integrative learning medium that combines cognitive, affective, and psychomotor aspects through meaningful literary appreciation.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the novel *Pangeran Hati* by Mellyana Dhian contains diverse and integrated educational values. These educational values encompass religious, moral, social, and cultural values represented through characters, conflicts, and narrative events. These values are not conveyed explicitly or dogmatically; rather, they are presented contextually through the characters' inner experiences and social interactions, thereby providing space for reader reflection.

The religious educational values in this novel are reflected in the characters' attitudes of surrendering to God, praying, and expressing gratitude for life. Moral educational values are shown through the representation of positive and negative behaviors, accompanied by social and psychological consequences, thus serving as a means of ethical learning for the reader. Social educational values are evident in attitudes of empathy, concern, and respect for others, while cultural educational values are depicted through the appreciation of customs, traditions, and local wisdom as part of social identity.

The findings of this study confirm that the novel *Pangeran Hati* functions not only as a work of literary entertainment but also possesses strong educational potential. Compared to previous studies that predominantly highlighted aspects of conflict, this research demonstrates that the conflicts in *Pangeran Hati* serve as a medium for conveying educational values. Consequently, this study makes an academic contribution to enriching the study of educational values in Indonesian literature, particularly within popular novels.

Furthermore, the results of this research have practical implications for literature learning in schools. The identified educational values can be utilized as teaching materials to foster literary appreciation while simultaneously shaping students' character. The novel *Pangeran Hati* has the potential to become an integrative literary learning medium, as it is capable of developing the cognitive, affective, and social aspects of students through the activities of reading and interpreting literary texts.

SUGGESTIONS

For future researchers, it is suggested to examine the novel *Pangeran Hati* using other approaches or perspectives, such as psychology of literature, sociology of literature, or gender studies, to obtain a more comprehensive understanding of the work. Further research could also expand the object of study to similar novels to identify patterns of educational values within Indonesian popular literature.

For educators, the findings of this study can serve as a consideration in selecting relevant literary texts for Indonesian language learning in schools. Teachers are expected to utilize the novel *Pangeran Hati* as a learning medium that focuses not only on the understanding of intrinsic elements but also on the internalization of educational values and the formation of students' character.

For readers and the general public, it is hoped that the novel *Pangeran Hati* can be interpreted not merely as entertainment but also as a source of learning for life values. Readers are expected to be able to extract and apply the educational values contained within the novel in their daily lives.

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