

# A Mother's Sacrifice as a Manifestation of Moral Values for Strengthening Character Education in Indonesia in the Book of Poems Collection of *Ibu Menanak Nasi hingga Matang Usia Kami* by Emi Suy

Maulida Laily Kusuma Wati\*

Universitas Negeri Semarang, Semarang, Central Java, Indonesia

Teguh Supriyanto

Universitas Negeri Semarang, Semarang, Central Java, Indonesia

Mukh Doyin

Universitas Negeri Semarang, Semarang, Central Java, Indonesia

Rahayu Pristiwati

Universitas Negeri Semarang, Semarang, Central Java, Indonesia

**Abstract**—Character education in Indonesia faces challenges due to the increasing influence of hedonistic and materialistic cultures, eroding moral values among the younger generation. In this context, literary works, particularly poetry, are crucial in conveying moral messages and shaping character. Emi Suy's poem *Ibu Menanak Nasi Hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) conveys the importance of obedience, empathy, and respect for mothers, parents, and others. In this poem, a sociological approach reveals the value of sacrifice as part of social morals. The analysis shows that the poem illustrates a mother's sincere sacrifice in raising and educating her children without expecting anything in return. It highlights the importance of empathy, compassion, and respect for mothers' roles in family life. The moral values in this poem can strengthen character education by promoting mutual respect, noble character, and care for others, particularly parents. Thus, the poem plays a significant role in shaping a better young generation by instilling values of sacrifice and social morality, contributing to a responsible, empathetic, and compassionate generation development. The symbolism of sacrifice in the poem provides a strong foundation for reinforcing character education, preparing Indonesia's golden generation to have noble character and empathy.

**Index Terms**—character education, moral values, poetry, sacrifice, empathy

## I. INTRODUCTION

Character education in Indonesia faces challenges along with the development of the times, especially in improving the quality of learning. The learning approaches used in the past often made students feel bored. Therefore, educators need to utilize interesting methods, such as poetry, to convey deep moral messages and shape the character of its readers. Poetry with poetic and emotional language can arouse feelings, foster empathy, and teach values such as compassion, sacrifice, and responsibility (Astuty et al., 2021). The poetry book by Emi Suy raises important moral values in shaping characters, such as affection, perseverance, hard work, and sacrifice of mothers towards their children. This work is relevant to character education, which is the focus of the 2013 Curriculum, which emphasizes the development of student character (Sholekah, 2020). Emi Suy's poem teaches moral values that can be applied in everyday life, aiming to form individuals with high moral integrity and respect for social norms.

Character education in Indonesia emphasizes Pancasila values, such as hard work, responsibility, togetherness, and respect (Wadu et al., 2021). In line with the objective of character education, which is to create a solid and complete personality, this poem portrays the mother as a pillar of the family who is taught with love and patience. The tragic case in Sidoarjo, East Java, Indonesia, where a child killed his biological mother after she asked him to buy her a cellphone, reflects the phenomenon of disrespect toward mothers (detikNews, 2024), shows the weakness of moral values in the child. Mothers should be respected and appreciated as figures who educate and sacrifice many things for the future of

---

\* Corresponding Author. Email: [teguh.supriyanto@mail.unnes.ac.id](mailto:teguh.supriyanto@mail.unnes.ac.id)

their children. The matricide case re-emerged in December 2024, with several similar cases in various regions, triggered by economic factors, strained relationships, and psychological influences (Tempo.co, 2024). This phenomenon highlights the importance of character education that instills moral values, especially respect for parents and maternal sacrifice, to prevent violence in the family. The hedonistic lifestyle, driven by conspicuous consumption among young Indonesians and the pervasive impact of technological advancements on character development, significantly exacerbates issues related to empathy, respect, and sacrifice (Nuryatin et al., 2023). Without a strong foundation in character education, even the most intelligent young individuals may succumb to a moral decline. Therefore, the unwavering dedication of a mother in nurturing her children with patience and love is crucial for cultivating strong character, mitigating the allure of materialism, and preventing destructive behaviors. Early character education, emphasizing the values of hard work, integrity, empathy, and appreciation for both effort and harmonious family relationships, is paramount in mitigating the negative impacts of a hedonistic lifestyle.

Character education should be the main focus in educating the young generation of Indonesia to avoid unhealthy lifestyles. This study aims to analyze the poems in the poetry book *Ibu Menanak Nasi hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) by Emi Suy with the perspective of moral values and character education, to strengthen understanding of the role of literature in character formation and the importance of moral values in building a civilized society. This poem is expected to have a significant impact, especially for the younger generation, in internalizing the sacrifice of mothers as a moral value to reduce disrespect for parents. Given the challenges of hedonistic and materialistic cultures, character education is very important to form individuals who are not trapped in a lifestyle that is contrary to the noble values of society. Although character education has been introduced since 2010, its implementation is still not optimal (Arif, 2017), especially in instilling respect for mothers. Obedience to mothers is not just listening to orders but reflects respect, affection, and appreciation for the mother's sacrifice. If this attitude is taught well, character education will form a generation with integrity, empathy, and high social awareness, which makes respect for mothers an important part of the moral and ethical values of life. Character education has been extensively examined in numerous academic journal articles, highlighting its importance in shaping behavior that aligns with social and religious standards.

Empathy, responsibility, and integrity are crucial to raising emotionally and socially mature children, according to several studies. Studies related to character education as written by Guttesen and Kristjánsson (2022), Quinlan (2019), Chung (2023), Carr (2014), Prakoso et al. (2023), Amil et al. (2023), Swandari and Markhamah (2023), Aritonang et al. (2022), Fathurohman et al. (2023), Baharun (2017), Kaur (2019), Hart et al. (2020), Mariyani (2021), Feng (2019), Puspita et al. (2019), Oztas (2018), Creely et al. (2022). One effective approach to instilling character education is through literary works, such as the theme of a mother's sacrifice as an example for Indonesian children, which can be found in the poetry book *Ibu Menanak Nasi hingga Matang Usia Kami* (Mother Cooked Rice until We Mature). Discussion of literary works exploring sacrifice and affection as social moral values and character education is limited. Character education is not only realized through school activities, television shows, murals, or films, but can also be found in various literary works such as poetry, legends, novels, short stories, and children's stories (Achسانی, 2018; Priyanto et al., 2024; Mentari et al., 2020; Novianti, 2017). This statement shows that literary works, in addition to functioning as entertainment, can also be used as a means of education that is beneficial to the social life of society. Wati et al. (2023), Wati et al. (2024), and Wati et al. (2022) also researched the poem *Ibu Menanak Nasi hingga Usia Kami* (Mother Cooked Rice until We Mature) by Emi Suy. These previous studies tend to focus solely on the meaning of language without linking it to moral values and their influence on character education. However, until now, there has been no study that discusses the importance of moral values, such as compassion, respect for parents, and their adaptation in the context of character education. According to data from 2023-2024, Indonesian criminal cases often involve children and parents, indicating weak family relationships and moral values. Therefore, the following discussion is presented as an answer to the existing problem, namely the need to instill moral values, such as respect for parents and compassion for a mother's sacrifice, which can be used as a manifestation of social moral values to strengthen character education and form Indonesia's golden generation.

## II. METHOD

This study employs a qualitative research methodology, specifically adopting a sociological literary approach informed by the theoretical framework of Ian Watt (Selamet, 2020). This study aims to reveal the value of sacrifice represented in the poem *Ibu Menanak Nasi hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) by Emi Suy, which functions as a manifestation of social moral values. The primary objective of this research is to reveal the value of a mother's sacrifice, which is represented in the poem *Ibu Menanak Nasi hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) by Emi Suy as a manifestation of text (poetry) in representing moral values. As a socio-cultural event, this study examines the poem's text and outside factors that influenced its creation. The main data were collected through reading the collection of poems *Ibu Menanak Nasi hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) consisting of 46 poem titles published by TareBooks, in the first printing in January 2021 with a size of 14 x 20 cm and a book thickness of 78 pages. This book has an ISBN 978-623-6265-29-1. To enrich the understanding of the author's perspective, in-depth interviews were conducted with the poet, Emi Suy (Emi Suyanti), on October 23 and 25, 2024 at her residence in Magetan, East Java, Indonesia. Data analysis was carried out using an in-

depth reading approach (hermeneutics) to explore deeper and more detailed meanings of each element in the poem, to gain a more comprehensive understanding of the moral values contained in the work (Rokhmansyah et al., 2023).

### III. RESEARCH RESULTS

To facilitate the reading of research findings, a systematic three-stage approach will be employed: (a) analysis of the author's sociology, reader sociology, and literary work sociology, which focuses on the relationship between the author's background, reader acceptance, and the social context that influences the literary work, (b) the value of sacrifice as an entity of social moral values, which will examine how the value of sacrifice contained in the literary work reflects the moral values that exist in society, and (c) the importance of the value of sacrifice as an entity of moral values as the formation of character education, aiming to explore how the theme of sacrifice in literary works can contribute to the formation of individual character, especially in the context of character education in Indonesia. This analysis is expected to provide a deeper understanding of the role of literary works in creating social-moral awareness and national character.

#### A. *Social Dynamics in the Poem Ibu Menanak Nasi Hingga Matang Usia Kami (Mother Cooked Rice until We Mature) by Emi Suy: The Influence of the Author's Sociology, the Reader's Sociology, and the Sociology of Literary Works*

##### Social Context of the Author

Emi Suyanti, or Emi Suy, was born on February 2 in Magetan, East Java. Her works are spread across various media, including Media Indonesia and Basabasi.com. Currently, she works as a private employee and housewife, lives in Jakarta, and is active in the Dapur Sastra Jakarta community. The agrarian cultural background in Magetan influences the themes of her work, where Emi was raised in a family that values traditional values, with the mother as a symbol of resilience, patience, and tenacity. Emi's experience as a child who was born, raised, and shaped by her mother's love and sacrifice is manifested in her poems. In her poem *Ibu Menanak Nasi Hingga Matang Usia Kami*, she compares educating children to cooking rice, which takes time, patience, and attention. Emi's poems, such as *Kukusan* and *Rumah Ibu*, use metaphors to describe the educational process that requires attention and patience, such as cooking rice or steaming food with a bamboo steamer, which reflects a mother's sincerity in caring for her child.

##### *Kukusan*

*di kukusan bambu, menghitam  
dibakar bara dan doa, begitu tenang  
ibu menanak usia kami, hingga matang*

*di malam mendidih, di siang erih  
ibu pelan-pelan menua, bagai kukusan  
menampung segala, ringkih dan perkasa  
sesekali meneguk air matanya sendiri  
(Emi Suy, 2021, p. 11)*

##### *Steamer*

*in a bamboo steamer, blackened  
burned by embers and prayers, so calm  
mother raised us until we were mature*

*at night boiling, in the day erih  
mother is slowly aging, like a steamer  
accommodates everything, frail and mighty  
occasionally swallowing his tears  
(Emi Suy, 2021, p. 11)*

The phrase "growing our age, until we are mature" describes the lengthy process of nurturing education (Emi Suy, 2021, p. 11). On the other hand, "burned with embers and prayers" reflects the sacrifices made by mothers with hopes for their children's future (Emi Suy, 2021, p. 11). This poem invites readers to appreciate mothers as the moral foundation of character education, which is relevant to the phenomenon of maternal murder by children. This issue reflects the weakness of moral education and the loss of respect for mothers in Indonesia (DetikNews, 2024; Tempo.co, 2024).

##### *Rumah Ibu*

*memasuki pekarangan rumahmu  
aku tertegun di halaman*

*melihat dan mendengar  
burung masa lalu  
yang terus berkicau*

*lalu aku ingat  
satu-satunya burung di rumah  
yang kurawat  
(Emi Suy, 2021, p. 10)*

*Mother's House  
entering your yard  
I was stunned by the page*

*see and hear  
birds of the past  
who keeps on chirping*

*then I remember  
the only bird in the house  
that I take care of  
(Emi Suy, 2021, p. 10)*

The line *Rumah Ibu* displays the author's affinity for traditional social values, emphasizing the importance of home and family (Emi Suy, 2021, p. 10). The symbol of the "bird" in the line depicts the mother's sacrifice in raising children, which reflects the strong influence of family values in shaping a person's character and social status in Indonesian society (Emi Suy, 2021, p. 10).

#### Sociology of Readers

Readers of the poem *Ibu Menanak Nasi Hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) will interpret Emi Suy's work based on their social, cultural, and educational backgrounds. Readers from agrarian environments or those who value traditional values tend to more easily identify with the themes of maternal sacrifice and character education in the family. In contrast, urban or millennial readers may be more interested in the challenges of modern family relationships, such as the emotional distance between generations and the shifting role of mothers.

*Ibu: Pamudji  
matamu teduh hujan  
(menggembala harapan  
untuk anak-anaknya yang  
ditinggal angin musim  
terkadang kesedihan tergenang)  
(Emi Suy, 2021, p. 14)*

*Mother: Pamudji  
your eyes are shaded by the rain  
(shepherding hope)  
for his children who  
left by the monsoon winds  
sometimes sadness floods)  
(Emi Suy, 2021, p. 14)*

The poem *Ibu: Pamudji* describes a mother who shepherds hope even in sadness (Emi Suy, 2021, p. 14). On the other hand, the image "eyes shaded by the rain" reflects the complexity of the mother's role in the modern family (Emi Suy, 2021, p. 14). This poem invites readers to reflect on the importance of the emotional relationship between mother and child, as well as the sacrifices of mothers that continue to influence children's development in a fast-paced and individualistic society. In addition, in the poem entitled *Ibu: Pamudji*, readers, especially those who feel an emotional emptiness in intergenerational relationships, can see the line "eyes shaded by the rain" as a reflection of the tension in family relationships, where mothers struggle silently to provide hope even though they are often neglected.

*Bukan Utang  
seperti masa kanak  
kini giliranku menyuapimu  
-yang berbaring lemah di dipan  
sesendok demi sesendok  
bubur dan air yang bercampur  
air mataku yang hancur*

*"nak, apa yang kuberikan padamu  
bukanlah utang*

*melainkan sayang,  
sebab ibu bukanlah pedagang,"  
senyumnya  
(Emi Suy, 2022, p. 19)*

*Not a Debt  
like childhood  
now it's my turn to feed you  
-who was lying weakly on the cot  
spoonful by spoonful  
porridge and water mixed  
my broken tears*

*"Son, what did I give you  
not a debt  
but darling,  
because the mother is not a trader,"  
her smile  
(Emi Suy, 2022, p. 19)*

The poem *Bukan Utang* (Not a Debt) conveys an important message about appreciating parents, especially mothers, who make sacrifices without expecting anything in return (Emi Suy, 2022, p. 19). The line "Son, what I give you is not a debt but love" teaches that parental affection is a sincere sacrifice, not a transaction, and encourages readers to appreciate affection in the family more (Emi Suy, 2022, p. 19).

#### Sociology of Literary Works

Emi Suy's poetry reflects the socio-cultural context of Indonesia, especially the agrarian society that values kinship, maternal sacrifice, and respect for parents. The theme of maternal sacrifice, which is related to a culture that glorifies the role of mothers in educating children, is represented by the metaphor of cooking rice in the title of her book, depicting the patience of a mother in raising her child until he or she is "mature" (Emi Suy, 2022, p. 11). This poem also criticizes modernity and rapid social change in Indonesia, inviting readers to maintain moral values even though the times continue to develop. The poem *Bukan Utang* illustrates a loving mother-child relationship without expecting anything in return (Emi Suy, 2022, p. 11).

*"nak, apa yang kuberikan padamu  
bukanlah utang  
melainkan sayang,  
sebab ibu bukanlah pedagang,"  
senyumnya  
(Emi Suy, 2022, p. 19).*

*"Son, what did I give you  
not a debt  
but darling,  
because the mother is not a trader,"  
her smile  
(Emi Suy, 2022, p. 19)*

The metaphor "what I give you is not a debt but love" reflects the socio-cultural values of Indonesia. The culture values mothers as the moral pillars of the family. This poem criticizes materialistic culture by emphasizing that a mother's sacrifice cannot be measured in material terms, but rather in pure affection. As a socio-cultural reflection, this poem strengthens character education by emphasizing the mother's sacrifice as a role model in family life (Emi Suy, 2022, p. 19).

#### B. The Value of Sacrifice as a Social Moral Value Entity

Moral values in literary works serve to convey teachings and messages that can shape the character of the reader. These poems often emphasize the importance of sacrifice, which reflects altruistic actions that impact social harmony. This value teaches the importance of giving without expecting anything in return, as well as the willingness to sacrifice for the common good, which in turn forms individuals with empathy, responsibility, and compassion. Amalia et al. (2023), Yaacob et al. (2017), Sari and Ratuliu (2023), Ismanto (2024), and Mendes (2024) state that the value of sacrifice is not only about kindness or courage, but also about sincerity and self-control for the sake of others, which is often related to compassion, social responsibility, and deep empathy. In literature, this value describes the determination and struggle of characters for the sake of their loved ones or the greater good, with the theme of a mother's sacrifice being very strong because of her role in the family (Muhammad et al., 2024). The poem *Bukan Utang* emphasizes that a mother's sacrifice is not a transaction that must be paid, but a sincere gift (Emi Suy, 2022, p. 19). This metaphor

emphasizes giving without expecting anything in return, a valuable value in family and community relationships. In the poem entitled *Kukusan*, the mother is likened to a bamboo steamer that works tirelessly, depicting patience and sacrifice that are invisible but have a big impact on a child's development (Emi Suy, 2022, p. 11). The excerpt "*Ibu menanak usia kami, hingga matang*" describes the mother's perseverance in educating her children with love and prayer (Emi Suy, 2022, p. 11). The poem *Ibu: Pamudji* describes the mother as a figure who provides emotional and spiritual support, with "*matamu tepi hujan*" reflecting endless hope and tenderness (Emi Suy, 2022, p. 14). In *Ibu Rela*, the mother is described as a light in the darkness of her children's lives, without expecting anything in return (Emi Suy, 2021, p. 20). These poems emphasize the value of sincerity, sacrifice, and the role of mothers in education, emphasizing the importance of moral values in families for a better society.

### C. The Importance of the Value of Sacrifice as an Important Variable in Character Education

Articles on character education have been compiled by many experts in the field. Armini (2024), Andrivat (2024), Japar (2024), and Astuti et al. (2024) emphasize the development of moral values, character, and the ability to distinguish between good and bad to form students who can spread goodness. In this case, sacrifice as a moral value plays an important role because character education involves more than just knowledge and skills it also requires perseverance and sacrifice. Ackeren and Archer (2018) explain that the struggle in character education requires physical, mental, and spiritual sacrifice, as exemplified by a mother's effort to educate her children. In Indonesia, the value of sacrifice teaches children to respect the interests of others and understand social responsibility. Character education in Indonesia, which is increasingly emphasized in the curriculum, focuses on developing individuals with noble character, empathy, and responsibility. Retnaningtyas and Zulkarnaen (2023) explain that instilling the value of sacrifice from an early age helps children apply these principles in everyday life, such as helping friends, respecting parents, and sharing.

This fosters an intelligent generation, possesses strong character, works well with others, and cares about the community. However, the challenges of modern times, influenced by hedonism and a desire for convenience, often undermine social values (Nadila & Alam, 2024). Addressing this issue requires instilling respect and empathy for parents, others, and caregivers. Emi Suy's poems *Ibu Menanak Nasi Hingga Matang Usia Kami* (Mother Cooked Rice until We Mature) show mothers' selflessness in difficult times. In this poem, maternal sacrifice shows how character education based on sacrifice can improve generations. It teaches that happiness comes from sharing and sacrificing for others and personal success. Emi Suy describes the sacrifice of mothers in caring for their children as a form of sincerity and endless dedication. However, the phenomenon of violence against mothers that is increasingly rampant in Indonesia shows a shift in moral values in society. Violence against mothers, who should be appreciated as unsung heroes, reflects the challenges in moral and social education. In her book *Ibu Menanak Nasi Hingga Matang Usia Kami* (Mother Cooked Rice until We Mature), Emi Suy describes the sacrifice of mothers as sincere affection even in difficult conditions, which is a contradiction to the violence that occurs in the real world. Early character education is very important to form individuals with noble character and respect for mothers. This education teaches the value of sacrifice and teaches children not only to accept their mother's affection but also to understand the importance of giving and maintaining loving relationships. By instilling these values, it is hoped that it can reduce violent attitudes towards mothers and other parents. Through the poem *Ibu Menanak Nasi Hingga Matang Usia Kami* (Mother Cooked Rice until We Mature), Emi Suy expresses the sacrifice of mothers as a form of incomparable love (Emi Suy, 2022, p. 19). Character education that emphasizes mothers' sacrifices can encourage empathy, love, and family harmony while preventing violence against mothers.

## IV. CONCLUSION

Finally, the author draws the following conclusions from his analysis. Students can develop character and education as Indonesia's golden generation by appreciating parents' sacrifice, affection, and empathy, especially mothers. These values teach children to behave well in daily life and form noble, compassionate, and responsible people. By incorporating these moral values into early education, students can develop high social awareness and help create a more peaceful and loving Indonesian society.

Character education that emphasizes sacrifice, compassion, and respect shapes students' personalities. Moral education helps kids understand and value kindness, honesty, and responsibility. Character education emphasizes sacrifice, often exemplified by the mother. The mother's selfless sacrifice for her children's happiness in Emi Suy's poems demonstrated giving without expecting anything in return. This value helps children appreciate others' sacrifices and develop empathy and responsibility for their family and society. Thus, moral character education can help create a generation that is intellectually smart, emotionally deep, and morally deep, making Indonesian society more dignified and loving.

## REFERENCES

- [1] Achسانی, F. (2018). Children's stories as a medium for forming children's character. *Diglosia: Journal of Language, Literature, and Teaching Studies*, 1(2), 53–64. <https://doi.org/10.30872/diglosia.v1i2.pp53-64>
- [2] Ackeren, V. M., & Archer, A. (2018). Self-sacrifice and moral philosophy. *International Journal of Philosophical Studies*, 26(3), 301–307. <https://doi.org/10.1080/09672559.2018.1489638>

- [3] Amalia, S., Jumadi., & Dewi, D. W. C. (2023). Analysis of language errors in the novel *Dictas & Law* by Dhia'an Farah. *Argopuro: Multidisciplinary Journal of Linguistics*. *Argopuro: Multidisciplinary Journal of Linguistics*, 1(4), 1–14. <https://doi.org/10.6734/argopuro.v1i4.1107>
- [4] Amil, A. J. U., Ismail, N. H., & Narawi, M. S. (2023). Moral values in modern Indonesian literature works: personality and character education in the digital era. *Journal of Namibian Studies: History Politics Culture*, 34, 5029-5049. <https://doi.org/10.59670/jns.v34i.2379>
- [5] Andriyat, Z., & Tjasmimi, M. (2024). Character education: building moral and ethical foundations through early childhood education. *Action Research*, 76, 76–87. <https://doi.org/10.61227/arji.v6i2.164>
- [6] Arif, R. M. (2017). Implementation of character education in science learning. *Stilistika: Journal of Language, Literature, and Its Teaching*, 2(1), 132–142. <https://doi.org/10.33654/sti.v2i1.385>
- [7] Aritonang, P. S., Gafari, O. F., & Wuriyani, E. P. (2022). Moral and social values in the novel *Si Anak Pintar* by TereLiye and its usefulness as reading materials at SMA Dwitunggal Tanjungmorawa. *Proceedings of the 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2021)*, 591(Aisteel), 674–680. <https://doi.org/10.2991/assehr.k.211110.162>
- [8] Armini, N. N. S. (2024). Implementation of character education in the school environment as an effort to form the moral foundation of the nation's next generation. *Metta: Journal of Multidisciplinary Science*, 4(1), 113–125. <https://doi.org/10.37329/metta.v4i1.3005>
- [9] Astuti, R. F., Susanti, E., Yunsaldi, E., Arsyad, J., & Setyawan, A. (2024). *How much is character education correlated with learning outcomes of Islamic religious education students in Indonesia: meta-analysis study*. In BIO Web of Conferences (Vol. 146, p. 01087). *EDP Sciences*. <https://doi.org/10.1051/bioconf/202414601087>
- [10] Astuty, A., Farikah, F., & Ekawati, M. (2021). Improving poetry writing skills based on character education using keyword techniques. *Indonesian Journal of Education and Learning*, 4(2), 494. <https://doi.org/10.31002/ijel.v4i2.3870>
- [11] Baharun, H. (2017). Total moral quality: a new approach for character education in Islamic boarding schools. *Ulumuna*, 21(1), 57–80. <https://doi.org/10.20414/ujis.v21i1.1167>
- [12] Carr, D. (2014). Four perspectives on the value of literature for moral and character education. *Journal of Aesthetic Education*, 48(4), 1–16. <https://doi.org/10.5406/jaesteduc.48.4.0001>
- [13] Chung, F. M. Y. (2023). Implementing moral and character education policy through music integration: Perspectives of school leaders in Hong Kong. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2286416>
- [14] Creely, E., Bao, D., & Waterhouse, P. (2022). Enhancing initial teacher education through poetry: Explorations of the pedagogical practices of three poet-educators. *Journal Teaching and Teacher Education*, 119. <https://doi.org/10.1016/j.tate.2022.103847>
- [15] DetikNews. (2024). *Anak Bunuh Ibu Kandung di Sidoarjo, Diduga Pelaku Minta Dibelian HP [Child Kills Mother in Sidoarjo, Allegedly Perpetrator Asked to Buy Cellphone]*. Retrieved December 2, 2024, from <https://news.detik.com/berita/d-7637404/anak-bunuh-ibu-kandung-di-sidoarjo-diduga-pelaku-minta-dibelian-hp>
- [16] Fathurohman, I., Sa'adah, K., Ahsin, M. N., Darmuki, A., & Hidayati, N. A. (2023). Analysis of moral values in the novel *Not Me* by Cahya Maharani. *ICCCM Journal of Social Sciences and Humanities*, 2(3), 46-58. <https://doi.org/10.53797/icccmjssh.v2i3.7.2023>
- [17] Feng, W. D. (2019). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse*, 40(4), 458–473. <https://doi.org/10.1080/01596306.2017.1356806>
- [18] Guttesen, K., & Kristjánsson, K. (2022). Cultivating virtue through poetry: an exploration of the characterological features of poetry teaching. *Ethics and Education*, 17(3), 277–293. <https://doi.org/10.1080/17449642.2022.2114062>
- [19] Hart, P., Oliveira, G., & Pike, M. (2020). Teaching virtues through literature: learning from the 'Narnian Virtues' character education research. *Journal of Beliefs and Values*, 41(4), 474–488. <https://doi.org/10.1080/13617672.2019.1689544>
- [20] Ismanto. (2024). Analysis of emotions and moral values of characters in the folk tale of Malin Kindang and Lake Toba by Nuraini and Rosmilan Pulungan. *Bhinneka: Journal of Education and Language Stars*, 2(3). <https://doi.org/10.59024/bhinneka.v2i3.804>
- [21] Japar, M., & Sumantri, M. S. (2024). Analysis of Character Education Values: School-Based Character in Indonesia. *Educational Administration: Theory and Practice*, 30(1), 336-349. <https://doi.org/10.52152/kuey.v30i1.665>
- [22] Kaur, S. (2019). Moral values in education. *Tap Chí Nghiên Cứu Dân Tộc*, 8(1), 57–62. <https://doi.org/10.25073/0866-773x/263>
- [23] Mariyani, I. (2021). Educational values and morality of the main character in “the Theory of Everything” By James Marsh. *Inference: Journal of English Language Teaching*, 4(3), 240. <https://doi.org/10.30998/inference.v4i3.5837>
- [24] Mendes, J. (2024). A treason against goodness and an argument for death: re-visiting the trope of the “bad Black Mother.” *Hypatia*, 1–15. <https://doi.org/10.1017/hpp.2024.34>
- [25] Mentari, A., Yanzi, H., & Nopiana. (2020). Character building since early childhood through story telling about folklore. *Proceedings of the International Conference on Early Childhood Education and Parenting (ECEP)*, 43–47. <https://doi.org/10.2991/assehr.k.200808.008>
- [26] Muhammad, T., Ardiansyah, F., Hariyati, F., & Tiara, A. (2024). The value of a mother's struggle in the film 'Air Mata di Ujung Sajadah' by Key Mangunsong. *Jurnal Aktifitas: Jurnal Ilmu Komunikasi*, 8(2), 323–339. <https://doi.org/10.30596/interaksi.v8i2.19518>
- [27] Nadila, A. P., & Alam. A. M. F. (2024). Examining the success of character education in Japan to Support the Character Education Strengthening Program (PPK) in Indonesia. *JISPENDIORA Journal of Social Sciences, Education and Humanities*, 3(2), 242–258. <https://doi.org/10.56910/jispendori.v3i2.1555>
- [28] Novianti, N. (2017). Teaching character education to college students using bildungsromans. *International Journal of Instruction*, 10(4), 255-272. <https://doi.org/10.12973/iji.2017.10415>

- [29] Nuryatin, A., Rokhmansyah, A., Hawa, A.M., Rahmayanti, I., & Nugroho, B.A. (2023). Google classroom as an online learning media for Indonesian language learning during covid-19 pandemic. *Journal of Language Teaching and Research*, 14(1), 255–262. <https://doi.org/10.17507/jltr.1401.27>
- [30] Oztas, S. (2018). A literary genre in value education in history courses: poems. *Journal of Education and Training Studies*, 6(5), 34. <https://doi.org/10.11114/jets.v6i5.3078>
- [31] Prakoso, T., Nuryatin, A., Supriyanto, T., & Setyaningsih, N. H. (2023). Honesty as a manifestation of social piety values in the novel Orang-Orang Proyek by Ahmad Tohari to strengthen character education. *Theory and Practice in Language Studies*, 13(4), 1031–1037. <https://doi.org/10.17507/tpls.1304.25>
- [32] Puspita, O. W., Andayani., Waluyo, H. J., & Rohmadi, M. (2019). The effectiveness of poetry appreciation textbook for character education implementation at Higher Education. *International Journal of Instruction*, 12(1), 685–700. <https://doi.org/10.29333/iji.2019.12144a>
- [33] Priyanto, A., & Sahmini, M. (2024). Didactic study of popular novels as teaching materials for literature learning. *Educational Administration: Theory and Practice*, 30(4), 5753–5769. <https://doi.org/10.53555/kuey.v30i4.1946>
- [34] Quinlan, K. M. (2019). Emotion and moral purposes in higher education teaching: poetic case examples of teacher experiences. *Studies in Higher Education*, 44(9), 1662–1675. <https://doi.org/10.1080/03075079.2018.1458829>
- [35] Retnaningtyas, W., & Zulkarnaen, Z. (2023). Teacher strategies in forming social character of early childhood in school environment. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 374–383. <https://doi.org/10.31004/obsesi.v7i1.3826>
- [36] Rokhmansyah, A., Nuryatin, A., Supriyanto, T., & Setyaningsih, NH (2023). Gender performativity of characters in 2000s Indonesian novels. *Theory and Practice in Language Studies*, 13(1), 244–250. <https://doi.org/10.17507/tpls.1301.28>
- [37] Sari, H. I & Ratuliu, M. (2023). Structural analysis and moral values in the short story “Moon in Mother's Eyes” by Asma Nadia. *Morphology: Journal of Education, Language, Literature and Culture*, 1(6), 01–10. <https://doi.org/10.61132/morfologi.v1i6.62>
- [38] Selamet, Y. (2023). Sociological study of literature in the poem Sajak Orang Kepanasan by ws rendra. *Sintaksis: Publication of English Language and Literature Experts*, 1(5), 24–30. <https://doi.org/10.61132/sintaksis.v1i4.74>
- [39] Sholehah, F. F. (2020). Character education in the 2013 curriculum. *Childhood Education: Journal of Early Childhood Education*, 1(1), 1–6. <https://doi.org/10.53515/cji.2020.1.1.1-6>
- [40] Suy, Emi. (2022). *Ibu Menanak Nasi hingga Matang Usia Kami* [Mother Cooked Rice until We Mature]. TareBooks.
- [41] Swandari, F., & Markhamah. (2023). *Moral values in the Little Prince Novel as character education in junior high schools*. Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-086-2\\_69](https://doi.org/10.2991/978-2-38476-086-2_69)
- [42] Tempo.co. (2024). *Kasus Tragis Matrisida atau Anak Bunuh Ibu di Indonesia* [Tragic Case of Matricide or Child Killing Mother in Indonesia]. Retrieved December 2, 2024, from <https://www.tempo.co/hukum/kasus-tragis-matrisida-atau-anak-bunuh-ibu-di-indonesia-1176837>
- [43] Wadu, L. B., Kasing, R. N. D., Gultom, A. F., & Mere, K. (2021). Child character building through the takaplager village children forum. *Proceedings of the 2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)*, 542(Ancosh 2020), 31–35. <https://doi.org/10.2991/assehr.k.210413.008>
- [44] Wati, M. L. K., Supriyanto, R. M. T., & Baehaqie, I. (2023). The comparative figure of speech in a poetry collection entitled Mother Cooks Rice Until Our Age is Mature by Emi Suy. *Seloka: Journal of Indonesian Language and Literature Education*, 12(1), 43–52. [10.15294/seloka.v12i1.67751](https://doi.org/10.15294/seloka.v12i1.67751)
- [45] Wati, M. L. K., Kanzunudin, M., & Fathurohman, I. (2022). Structural analysis of the poetry anthology *Alarm Sunyi* by Emi Suy. *Kredo: Scientific Journal of Language and Literature*, 5(2), 529–546. <https://doi.org/10.24176/kredo.v5i2.7029>
- [46] Wati, M. L. K., Supriyanto, T., & Nuryatin, A. (2024). The struggle of a mother in the poem Kukusan by Emi Suy and the poem Bunda Airmata by MH Ainun Najib: a comparative literary study. *Suluk: Journal of Language, Literature, and Culture*, 6(1), 39–54. <https://doi.org/10.15642/suluk.2024.6.1.39-54>
- [47] Yaacob, M. F. C., Abdillah, N., Ghani, M. I. A., Shahrudin, S. N., & Apandi, S. N. A. M. (2017). Positive moral reflection in Malay folk tales. *International Journal of Language Education and Applied Linguistics*, 06, 35–44. <https://doi.org/10.15282/ijleal.v6.507>



**Maulida Laily Kusuma Wati**, born in Kudus on June 18, 2001, completed her undergraduate studies at Universitas Muria Kudus, Central Java, Indonesia, in 2022, with the Cum Laude predicate. Her cohort recognized her as the fastest and youngest graduate. She then pursued a master's degree in language education at Universitas Negeri Semarang, Indonesia, and completed it in 2023 with the Cum Laude predicate. She received an award for being the fastest and youngest graduate of her master's program in the same year. She is currently working on her PhD at the Faculty of Languages and Arts, Language Education Study Program, Universitas Negeri Semarang, Indonesia. Her new classes will begin in the fall semester of 2023. Besides her schoolwork, she does a lot of research and has had a number of scholarly articles published in different journals. Her research interests mainly focus on language and literature education in Indonesia. She has also collaborated to write three books in this area in the past year. Awards for her exceptional performance throughout her academic career have recognized her academic excellence and outstanding achievements. Her current research interests include language and literature education in Indonesia. You can reach her via email at [maulidalaily18@students.unnes.ac.id](mailto:maulidalaily18@students.unnes.ac.id) or through her Orcid ID 0009-0008-3635-7243.



**Teguh Supriyanto** is a professor specializing in literary studies. He was born in Banyumas on January 7, 1961, and hails from that city. He commenced his career at Universitas Negeri Semarang in 1990, when it was still referred to as Institut Keguruan dan Ilmu Pendidikan (IKIP Semarang). In 2014, he was appointed a professor by the Ministry of Education, Research, and Technology of the Government of the Republic of Indonesia. He is a progeny of Sultan Hamengku Buwana VII. He is engaged in research and has authored multiple academic publications. He has authored numerous books and articles that have significantly advanced the study of literature in Indonesia. Teguh Supriyanto possesses a Scopus ID: 57215948039 and Sinta ID 6661491. Teguh Supriyanto is affiliated with multiple scientific and professional organizations. He is actively engaged in numerous committees and publications about literary studies. For additional information, you may

contact him via email at [teguh.supriyanto@mail.unnes.ac.id](mailto:teguh.supriyanto@mail.unnes.ac.id)



**Mukh Doyin** has been a teacher for a long time at Universitas Negeri Semarang in the Indonesian Literature Study Program. He was born on June 12, 1965. He has put in a lot of hard work as a writer and a literature teacher for a long time. A lot of people know that over the years, he has learned a lot about Indonesian writing. He has taught, done research, and written books, among other school-related things. After finishing his undergraduate and graduate school work, he got his Master of Science (M.Si.) in literature. He further advanced his academic career by obtaining a doctorate in the same field. His academic contributions have significantly influenced the development of literary studies in Indonesia. His creative works have been published in many national journals and literary platforms, and he has written a lot about different aspects of Indonesian literature. In addition to his academic duties, he is actively involved in creative writing. It is

essential to him that his students really understand literature. He also wants to promote Indonesian literature across the country and around the world. Mukh Doyin has also read a lot of academic papers and been a part of a lot of professional groups. The literary world in Indonesia is changed even more by the fact that he still reads, writes, and helps students. You can contact Mukh Doyin via email at [mukhdoyin@mail.unnes.ac.id](mailto:mukhdoyin@mail.unnes.ac.id), Sinta ID: 5990958 for further information.



**Rahayu Pristiwati** was born on March 3, 1969. She got her Master of Education (M.Pd.) from the Graduate School of Semarang in 2004. She then got her PhD at the Graduate School of Universitas Negeri Semarang. A defense of her dissertation, called *Metaphor in the Discourse of the 2014 Indonesian Presidential and Vice-Presidential Election Campaign*, went excellently at the end of 2017. Her dissertation received high praise during the examination and demonstrated exceptional academic quality. Since 2008, she has worked full-time as a teacher in the Faculty of Languages and Arts at Universitas Negeri Semarang's Indonesian Language and Literature Education Study Program. She also teaches at the Graduate School of Universitas Negeri Semarang. She does research and writes scholarly articles in the areas of literature and language teaching as part of her job as an academic. Besides that, she has helped make education lessons and teacher training better in these

areas. She wants to help students, move research forward, and promote education in Indonesia as a teacher. Rahayu Pristiwati has also contributed to numerous scientific activities, including national and international seminars. She has worked on projects and papers with other academics, and she is still trying to make more professional connections in her field. Her SINTA ID is 6011445, Scopus ID: 58127365900, Orcid ID: <https://orcid.org/0000-0001-8399-0238>. You can reach her via email at [pristi@mail.unnes.ac.id](mailto:pristi@mail.unnes.ac.id)