

**THE EDUCATION VALUES IN GREG MORTENSON AND  
DAVID OLIVER RELIN'S NOVEL "THREE CUPS OF TEA"**



**A Thesis  
Submitted in a Partial Fulfillment of the Requirements for S1  
Degree**

**BY :**

**YENI PUSPITA SARI  
1411040379**

**STUDY PROGRAM : ENGLISH EDUCATION**

**Advisor : Rohmatillah, M.Pd**

**Co-Advisor : Satria Adi Pradana, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY RADEN INTAN  
LAMPUNG**

**2021**

## ABSTRACT

The objectives of the research were to find the education values and describe education values that apply by the main character of “Three Cups of Tea” novel by Greg Mortenson and David Oliver Relin.

In analyzing the novel, qualitative content analysis was used in this research, focused on the characteristics of language as communication with attention to the content or contextual meaning of the text. Here, peer debriefing was used to improve the credibility of data. Peer debriefing is the process whereby a researcher calls upon a disinterested peer—a peer who is not involved in the research project—to aid in probing the researcher's thinking around all or parts of the research process.

After analyzing and reading many times, the education values found in this novel is divided into two types related to Linda's theory. They are Values of Being and Values of Giving. Values of Being is a value that is within evolved human beings into the behavior and the way we treat others. In the result of values of being there are three values honesty, four values of bravery, two values of peaceable, six values of confidence and potent, two values of self-discipline and moderation, three values of purity and pureness. Besides, values of giving is values which needed to be practiced or provided and then would be accepted as given and the result of the research values of giving there are three values of loyalty and trustworthy, five values of respect, two values of love and affection, two values of sensitiveness and selfless, three values of kindness and friendliness, and the last there are two values of fairness.

**Keywords: Education Values, Qualitative Content Analysis, Three Cups of Tea.**

## DECLARATION

At the present time, I proclaim that this undergraduate thesis entitled “The Education Values in Greg Mortenson and David Oliver Relin’s Novel “Three Cups of Tea” is totally my own work. I am fully conscious that I have quoted some statements, ideas and theories from various sources and for those are properly acknowledged in this thesis.

Bandar Lampung,

2021

Declared By,



**YeniPuspita Sari**

NPM.1411040379





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung Telp. (0721)783260 Kode Pos 35131*

**APPROVAL**

**Title** : **THE EDUCATION VALUES IN GREG MORTENSON AND DAVID OLIVER RELIN'S NOVEL THREE CUPS OF TEA**  
**Student's Name** : **YENI PUSPITA SARI**  
**Student's Number** : **1411040379**  
**Study Program** : **English Education**  
**Faculty** : **Tarbiyah and Teacher Training**

**APPROVED**

**Was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State University of  
Islamic Studies Raden Intan Lampung**

**Advisor,**

**Rohmatillah, M.Pd.**  
**NIP. 198105082007102001**

**Co-Advisor,**

**Satria Adi Pradana, M.Pd.**  
**NIP. 19860218 201503 1 005**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd.**  
**NIP. 19800515 200312 200 4**



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung Telp. (0721) 783260 Kode Pos 35131*

**ADMISSION**

**A thesis entitled: THE EDUCATION VALUES IN GREG MORTENSON AND DAVID OLIVER RELIN'S NOVEL "THREE CUPS OF TEA", by: YENI PUSPITA SARI, NPM: 1411040379, Study Program: English Education, was tested and defended in the examination session held on: Monday, December 9 2020**

**Board of examiners:**

**Chairperson : Dr. Oki Dermawan, M.Pd** (.....)

**Secretary : Dian Reftyawati, M.Pd** (.....)

**Primary examiner : Yulan Puspita Rini, MA** (.....)

**First Co-Examiner : Rohmatillah, M.P.d** (.....)

**Second Co-Examiner : Satria Adi Pradana, M.Pd** (.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**  
**Prof. Dr. H. Nurva Diana, M.Pd**  
**08281988032002**



## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“For indeed, with hardship [will be] ease (5) Indeed, with hardship [will be] ease”. (Ash-Sharh : 5: 6)<sup>1</sup>



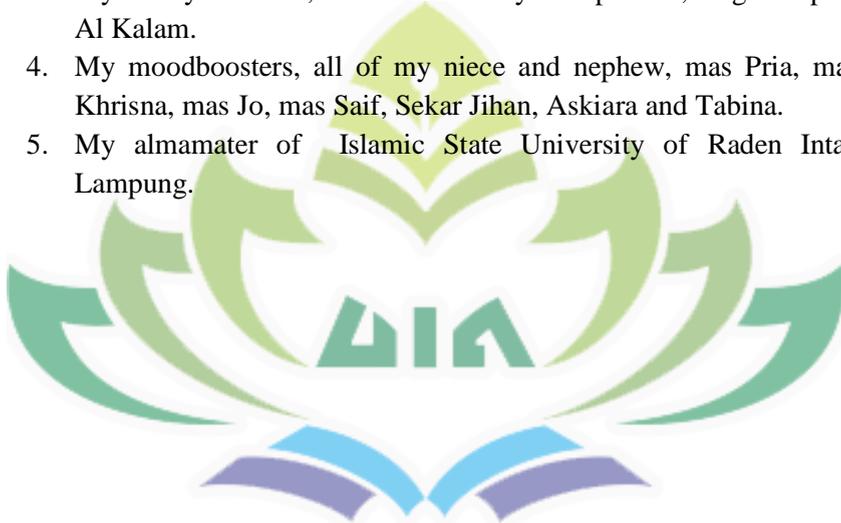
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<sup>1</sup> Admin, The Nobel Qur'an (Online), available on : <https://quran.com/2/83-93> (November 10th 2019)

## DEDICATION

All of praises and gratitudes to Allah the Almighty for His blessing for me, this thesis is dedicated to :

1. My beloved Father and Mother, Mr. Paino and Ms.Poniyem who always support and pray for my success and happiness in this amazing world.
2. My support system, brothers and sisters, Robby, Kabul Budiman, ArinoYulianto and Dwi Kosepti, Atri Mipi Yanti who never tired to support me and always give me advices for my happiness and my success.
3. My lovely husband, Abdi Kalam. My litle princes, Hagia Sophia Al Kalam.
4. My moodboosters, all of my niece and nephew, mas Pria, mas Khrisna, mas Jo, mas Saif, Sekar Jihan, Askiara and Tabina.
5. My almamater of Islamic State University of Raden Intan Lampung.



## CURRICULUM VITAE

YeniPuspita Sari was born in Bumi Jaya, on January 22<sup>nd</sup> 1996. Yeni started studying in elementary school at SDN 2 Srikaton, she continued her study in junior high school at SMPN 2 Bangunrejo, and graduated from SMAN 1 Bangunrejo in 2013. She continued her bachelor's degree at UIN RadenIntan Lampung majoring in English Education in 2019.

During her university years, she was member of some organizations and communities. She also contributed in international event ASIAN GAMES 2018 as liason officer volunteer in Accreditation Department.



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First and foremost, I would like to express grateful to the only God, Allah (SWT), for the chance, guidance, and blessings given that I could compose and finish this undergraduated thesis. Peace and salutation may always be sent to Prophet Muhammad, peace be upon him.

This thesis was submitted as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice, and prayers of people surround me. Many people have contributed their ideas and time to help me complete this thesis, and it would be impossible to mention all of them. However, I would like to express sincere gratitude and appreciation to the following stakeholders.

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training faculty at the Islamic State University of RadenIntan Lampung;
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6. My family, who has been kind and supportive to me because getting though this thesis required more than academic support. This work stands as a testment to your unconditional love and encouragement;
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Finally, I have to admit that no body is perfect and I realize that this thesis project lacks perfection because of my limited knowladge and ability. So, I truthfully welcome criticism and suggestion to enhance the quality of this thesis.

Bandar Lampung,  
The Researcher

2021

YeniPuspita Sari  
NPM.1411040379



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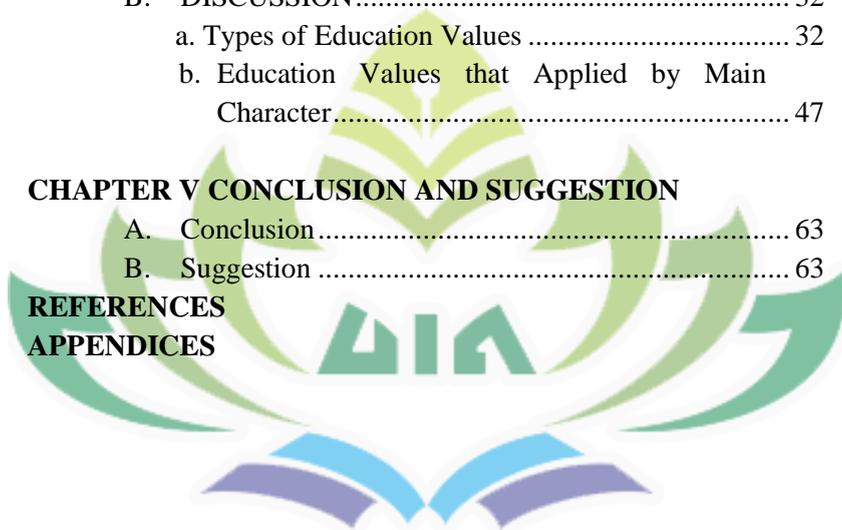
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Learning educational values can involve various ways, including by reading books. In today's world, physical books may have been largely replaced by their electronic, or digital, form, but which in every aspect of our life was used technology. It happened in education. Such as Books replaced with e-Book. Although Books replaced with e-book, reading skill was needed to know the contents and benefits of its e-book. Therefore, based on Wagner research, reading is one way to changes bad moral.<sup>1</sup>

Focused in reading, people got a lot of informations and values by it such as religion, economic, education, moral and politic. They also hadmany choices of materials to read, for example magazine, newspaper, novel, article and history book. One of the reading sources is literature. It represented human life, because the author got ideas from their experiences and what they saw on their daily existance. It also gave a lot of inspirations for the reader though sometimes implicitly. Besides, it transforms real events into words which awaken the reader's imagination as they experience the events and finally they took many things which they implemented in their real life.

Literature is a part of education. Literature has double fuctions as an entertainment and a lesson as well. It entertains by giving beautiful words which made the readers felt fresh and delivered them to the imagination world which very exciting. Beside gave pleasure, it also gave many lessons for the readers and it could be an effective media to delivered information and messages about good values. Generally people read only for entertainment.

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<sup>1</sup>Neil Wagner, *Journal of Personality and Social Psychology*, 2012.(ON-LINE) Available on:  
<http://psycnet.apa.org/search?fa=search.displayRecord&uid=2012-07748-001>

Sometimes they did not realize that inside what they read, there were lots of information and values that they could take.

Novel is a kind of literature. Novel has certain messages that were delivered by the author so that the reader gets the abstract experience from the story. As said by Stanton, novel is a long story that presents in detail the development of a character or a large complex social situation or a relationship involving many characters or a complicated event covering many years or complex relationship among a few characters.<sup>2</sup> By reading a novel we do not only get a pleasure but also the messages as well. It inspired us in facing the problems, found the solutions and made changes in the way of our life. In reality, some people read novel only for entertainment without realizing that inside novel there were lots of values which the author transferred to the reader, such as moral values and educational values. In every novel, there were values applied by the main characters which we could learn from it.

The “Three Cups of Tea” novel was selected to be a subject of the research. The novel was written by Greg Mortenson and David Oliver Relin which is based on their own experiences. The main character in this novel was Greg Mortenson himself. In the “Three Cups of Tea”, Mortenson had a vision that all people in our planet dedicated the next decade to achieve universal literacy and education for all children, especially for girls. Over 145 million children in the world remain deprived of education due to poverty, exploitation, slavery, religious extremism, and corrupt government. Education would save lives, empower women and communities, and help to connect often exploited indigenous societies isolated by illiteracy, to the outside world.

Mortenson said that several global studies showed that if we educate a girl, it would have three important things in society: significantly decreased the population explosion over a generation or two, reduce infant mortality dramatically in a decade or two, and significantly improve the basic quality of health and life itself.

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<sup>2</sup>Stanton, Robert. *An Introduction to Fiction*. (New York: Holt, Rinehart and Winston INC. 1965.), Pg.4.

From his own observations, and remembered a childhood proverb from Africa, there was a saying that “if you educate a boy – you educated an individual, because he often leaves the community to find work, and may never return or send back money, but if you educate a girl – you educated a community, because when the girl becomes a mother, she will remain in the community and instilled that value in her community.

Also, one consideration, very under-reported in the western media and specifically related to the war on terror, was that in Islam, before a man left his home went on any jihad – he must get permission from his mother. An educated women would much more be unlikely to support her son in terror activities and deny or delay his departure. Education in general is a powerful tool provided alternatives the illiterate, impoverished areas that were the recruited grounds for terror. Hopefully the “Three Cups of Tea”, be a catalyst to bring the gift of literacy to those deprived children who all deserve a chance to go to school. By education children got better life in the future and wipe out the stupidity, illiteracy, poverty, and the bad moral or behaviour.

It related to the World Economic Forum, jack ma said that if we do not change the way we teach, 30 years from now, we are going in trouble. Children should be taught “soft skills” like believing, independent thinking, values and teamwork. Only by changing education children would compete with machines.<sup>3</sup> Furthermost, based on the McKinsey Global Institute, robots could replace 800 million jobs by 2030.<sup>4</sup> It is meant that education was extrremely crucial for our life, especially for children future life.

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<sup>3</sup>Weforum. *The Future of Education According to the Experts at Davos*. <https://www.weforum.org/agenda/2018/01/top-quotes-from-davos-on-the-future-of-education/> (Accessed at 22.45 pm, on June 30 2019)

<sup>4</sup>Mayinka, James. Et al. *Jobs lost, Jobs Gained: what the future of work will mean for Jobs, Skills, and Wages*. <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages> (Accessed at 22.22 pm, on June 30 2019)

Beside, the UN's sustainable development goals call for gender equality and a quality education for all by 2030.<sup>5</sup>

Unfortunately, not every people could get education in formal institution. According to the United Nation's infographic of quality education in Sustainable Developments Goals, 262 million children and adolescents remain out of school, 617 million children and adolescents lack minimum proficiency in reading and mathematics. 1 out of 5 children between 6 and 17 years are not attending school. In central Asia, 27% more girls than boys of primary school age are not attending school. Furthermore, 750 million adults still remain illiterate, two thirds of them are women.<sup>6</sup> Especially for girls. A key obstacle child participating in school is Child Marriage.<sup>7</sup> Its related to another infographic of Sustainable Developments Goals, Gender Equality, such as in 2018 women only held 27% of managerial positions worldwide. In southern Asia, a Girl's risk of marrying in childhood has decreased by 40% since 2000, but still 30% of women aged 20 to 24 years were married before age 18 (in 2018).<sup>8</sup>

Therefore, through read novel, it could be helped to educate people, especially children and students about education values. Education values in the simple definition means the limit of everything which educate to maturity, including goodness and badness in order to be useful for humans' life which is acquired from educational process. Educational process can be done not

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<sup>5</sup>Nation,United.*Sustainabledevelopment:QualityEducation*.<https://www.un.org/sustainabledevelopment/education/>. (Accessed at 20:09 pm, on June 30 2019)

<sup>6</sup>Nation, United. *Quality Education: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities For All*.<https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/Infographic-Quality-Education.pdf> .(Accessed at 13:44 pm, on 13 August 2019)

<sup>7</sup>Paddison, Laura. *Educating Girls:The Key to Tackling the Poverty*. <https://www.theguardian.com/opportunity-international-roundtables/2017/oct/04/global-poverty-child-marriage-education-girls> (Accessed at 20:09pm , on June 30 2019)

<sup>8</sup>Nation,United. *Gender Equality: Achieve Gender Equality and Empower All Women and Girls*. <https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/Infographic-Gender-Equality.pdf> . (Accessed at 14:21 pm, on August 13 2019)

only in one place and one time. It also can be done by doing many things such as interacting, trying and even literary work.

We can get education values everywhere, not only in a formal institution. We can find it from experiences, friends, environment and so on. One way to get education values is reading literary works as novel. Literary works can be used as a mean to deliver the educational values, because literature is written with the intention of showing the values of life or at least questioning the values that suitable or not suitable to the needs of the times or the needs of human in general, so the reader not only get a pleasure but also they can catch the message inside the novel. Literature is a way expressing ideas and thoughts with the descriptions of experience. Psychological aspects of literature target are not only cognitive but also affective and co native. Cognitive aspects are also not confined to the mere thought, but the more sensory and power fantasies of a literary work trying to arouse awareness of vision, hearing, smelling, touching. In short literary work are to provide an imaginative experience for the readers. A literary work is hoped having values which take the readers into the maturity, not only the way to pour the hidden ideas. This is why imagination of experience presented a literary work is often “intoxicating” readers to spend reading it as soon as possible.<sup>9</sup>

That is why, this research is made. In this research the Three Cups of Tea novel was analyze under the title the Education Values in Greg Mortenson and David Oliver Relin’s Novel “Three Cups of Tea” which related to the previous research.

In the previous research An Analysis of Educational Values in “Ranah 3 warna” Novel written by HeruSaputra.<sup>10</sup> In his research, he found that education is very important for human’s life. They have to take educational values from formal, informal and non-formal institution. Formal education is becoming the

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<sup>9</sup>Kaswardi, EM, K. *PendidikanNilaiMemasukiTahun 2000*. (Jakarta: Grasindo. 1993), Pg. 147

<sup>10</sup>Saputra, Heru. *An Analysis of Educational Value in “Ranah 3 Warna” Novel*. (STAIN SALATIGA: unpublished theses, 2012)

biggest issues because it needs some recoveries so that it can be taken by level of society. Besides that education is not only to develop science, skill and technology but also tries to develop personality and moral ethic that can be called by education value.

“An Analysis of Education Values of Habiburahman El-Shirazy’s *Ayat-ayat Cinta*” written by Indri Astuti.<sup>11</sup> She tried to found out the fundamental moral values of the novel as how they were presented in the novel. The novel told about the love ethical code and the way to love other. The fundamental moral values were creative power, respect each other, social interest and consistently. She also tried to analyzed the cultural background of the novel and its correlation with moral values.

## **B. Identification of the Problem**

Based on the background of the problem above, the reseach can be identified such as what education values could be found in the “Three Cups of Tea” and what education values that applied by the main character in the “Three Cups of Tea”.

## **C. Limitation of the Research**

Based on the background of the problem above, the research limited to analyze the education values in Greg Mortenson and David Oliver Relin’s novel “Three Cups of Tea” and the research would be focused on the utterances, descriptions, and documents that pointed out education values by the main character in that novel.

## **D. Formulation of the Problem**

Based on the background of the problems above, the following problems were focused on:

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<sup>11</sup>Astuti, Indri. *An Analysis of Moral Values of Habiburahman El-Shirazy’s Ayat-ayat Cinta*. (STAIN Salatiga: Unpublished Thesis. 2006)

1. What were education values that could be find in the “Three Cups of Tea” novel?
2. What were the education values that applied by main character in the “Three Cups of Tea” novel?

### **E. Objectives of the Problem**

In this research, the objectives the problems were to find the education values in the “Three Cups of Tea” novel and described the education values that applied by the main characters in life in the “Three Cups of Tea” novel.

### **F. Use of the Research**

The research hopefully could be useful for:

1. Theoretically

The result of the research expected to be beneficial to the development of literary works, especially the literary works that contained the education values.

2. Practically

Hopefully, the result of the research can give the advantages as follows:

- a. The novel could be considered as one of material in extensive reading subject of English Department in UIN RadenIntan Lampung.
- b. To improve student’s reading ability especially English students in UIN Raden Intan Lampung.
- c. To Contribute the development of education study, particularly among students of UINRadenIntan Lampung whointerested in the literary study.

### **G. Scope of the Research**

The research only focused on analyzing education values can be find in the Three Cups of Tea novel and described the education values applied by the main characters in “Three Cups of Tea” by Greg Mortenson and David Oliver Relin.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Education

Peters' in Cooper's book, education had three complex criteria. First, education is concerned the development of desirable states of mind in the transmission of what is worthwhile to those who themselves come to care about these valuable things. Secondly, education is concerned with the acquisition of a body of knowledge and understanding that gives some form of cognitive perspective to the person's activities, so transforming to outlook. Thirdly, the processes of education involve at least some understanding of what is being learnt and what is required in the learning, together with some minimal voluntary participation in the process.<sup>12</sup> Education has an important role in one's life. Education is arranged as a provision to the learner to perform certain tasks in the community for livelifehood.

We can hold education anywhere, not only in formal institution. For example: family. Family is the first institution and the foremost in the community because it is the place where human are born and grow up. The ways of education in the family will always affect the emergence and the development of character, manners and personality of each humanbeing.

Human needs certain education which universal are about spiritual andphysical education that can give satisfactory or use for humanity, society andpublic. This education must include ethics, moral, mental and emotion. Theimportant education for human to grow up and develops appropriate withdesire and ability, with aims that have fully human education can get smart ofknowledge, confidence and safety.Society is the third institution after the education in family and schoolenvironment. Education in the family and school is very limited. In thecommunity people will

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<sup>12</sup>Cooper, David E. *Education, Values and Mind.*(Boston and Heley: Routledge & Kegan Paul. 1986), Pg.13

find it until the end of his life, the skills which are acquired in the family and school will be developed and useful in the society.

From the educational aims above, we know that education is as a direction to teach about something that can give better changes to the learners as a modal to be a good person, besides that through education we can motivate the learners to get what they want by supervising them. For example: teacher gives a motivation to the students to study hard so that they can reach their ambition.

Consciously or not, every human's behavior are always based and colored by the values that stem from his life philosophy, and always tried to instill thus value system on others. That is why every educating activity are viewed as normative activities, namely an activity or process of instilling norms of life in accordance with and based on basic philosophy of life that he had.

As said by Havighurst and Neugarten below:

People who think about education in broad terms, as a process of teaching children the concepts and attitudes of their society and teaching them how to behave in their social, civic, economic relations tend to think of the whole community as an educative agent.<sup>13</sup>

The statement above explains that the society must transmit what they got to the next generation so that the educational value will not be vanished. The way to implement this effort is through the process of education it self, in the families, schools and communities which teach the concepts and attitudes in social life and teach how to behave in public life.

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<sup>13</sup>Syam, M *Noor*, dkk. *Pengantar Dasar-Dasar Kependidikan*. Surabaya:Usaha Nasional. 1988), Pg.157

## B. Concept of Values

The term values is used to refer to principles, fundamental convictions, ideals, standards or life stances which act as general guides to behavior or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity.<sup>14</sup>

In other hand, Earle said that value is positive quality of anything whereby it is desirable, useful, interesting, good, and important. Only a few of the terms available for the expression of positive values. Whether values are part of the intrinsic nature of things or simply a matter of how humans respond to things is controversial.<sup>15</sup>

From the two explanations above, it can be concluded in a short that value usually contains the principles of what is good to follow and what is bad to avoid. The sense of value of a person distinguishes which one is important and which one is not. Values are an idea or concept about what someone thinks is important in life.

Besides, Scheler said that values are not equal and the same lofty height. These values are significantly higher and lower compared with other values. Based on the statement above, values are grouped into four level as follows:

1. Value of enjoyment: in this level there is a row of values that comfort and uncomfortable that cause people happy or miserable.
2. Value of life: in this level there are important values for life. For example: health, body, fitness and the general welfare.
3. Mental Values: in this level there are psychological values that are not entirely dependent on the physical and environmental conditions. Such values are beauty, truth and pure knowledge attained in philosophy.

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<sup>14</sup>Halstead, J. Mark and Taylor, Monica J. Values in Education and Education in Values. (Washington D.C.: RoutledgeFalmer.2005), Pg.4.

<sup>15</sup>Earle, William James. *Introduction to Philosophy*. (Singapore: Mc Graw-Hill Inc.1992), Pg. 297

4. Spiritual values: in this level there are modalities of the sacred and unsacred values. The values of these kinds consist mainly of personal values, especially God as the highest personal.<sup>16</sup>

So, value is basic and fundamental beliefs in our life that guide or motivate attitudes or actions. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions, the sort of person we want to be, the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct.

### C. Concept of Education Value

Education has the greatest value. All those activities that are good, useful and valuable from educational point of view are considered as educational values. Education has its aims to modify the nature of the educand and not merely to supply a certain amount knowledge. According to J. Ruskin in Hicks, "Education does not mean teaching people to know that they do not know, it means teaching them to behave as they do not behave".<sup>17</sup> Thus, the ultimate aim of education is to achieve good life. Aims are an end in themselves and values are the product.

Education values in the simple definition means the limit of everything which educate to maturity, including goodness and badness in order to be useful for humans' life which is acquired from educational process. Educational process can be done not only in one place and one time. It also can be done by doing many things such as interacting, trying and even literary work.

We can get education values everywhere, not only in a formal institution. We can find it from experiences, friends,

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<sup>16</sup>Syam, M *Noor*, dkk. *Filsafat Pendidikan dan Dasar Filsafat Pendidikan Pancasila*. (Surabaya: Usaha Nasional. 1986), Pg.64-65.

Hicks, Judith. *The Educational Theories of John Ruskin : A Reappraisal*.( Taylor & Francis : British Journal of Educational Studies. Vol. 22, No. 1 Feb 1974). Pp. 56-77

environment and so on. One way to get education values is reading literary works as novel. Literary works can be used as a mean to deliver the educational values, because literature is written with the intention of showing the values of life or at least questioning the values that suitable or not suitable to the needs of the times or the needs of human in general, so the reader not only get a pleasure but also they can catch the message inside the novel. Literature is a way expressing ideas and thoughts with the descriptions of experience. Psychological aspects of literature target are not only cognitive but also affective and co native. Cognitive aspects are also not confined to the mere thought, but the more sensory and power fantasies of a literary work trying to arouse awereness of vision, hearing, smelling, touching. In short literary work are to provide an imaginative experience for the readers. A literary work is hoped having values which take the readers into the maturity, not only the way to pour the hidden ideas. This is why imagination of experience presented a literary work is often “intoxicating” readers to spend reading it as soon as possible.<sup>18</sup>

So, education value is the process through which the individuals gives good values to each other. To reflect on and achive the long-term values and behaviours that are identified as being more real for the good of ourselve and others.

Related with this research, education values will take from the characters of “Three Cups of Tea” novel, in which the education values that can be learned by the readers.

#### **D. Types of Education Values**

Based on Elmubarok in Linda, Education values are divided into two categories<sup>19</sup>:

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<sup>18</sup>Kaswardi, EM, K. *Pendidikan Nilai Memasuki Tahun 2000*. (Jakarta: Grasindo. 1993), Pg. 147

<sup>19</sup>Linda. Eyre, Richard. 1997. *Mengajarkan Nilai-Nilai Kepada Anak*. Jakarta:Gamedia.

### a. Values of Being

The value of being is a value that is within evolved human beings into the behavior and the way we treat others. Which include:

#### 1. Honesty

Honesty define as a human attitude when be faced with something or phenomenon and tell the information without change the information. It also can define as an attitude or behavior which appear and based from our deep heart. Honesty is one of manner for people teach themselves to brave confess, say or give an information appropriate to fact and reality.

Honesty can be done toward others, institutions, society, ourselves, strength and confidence that comes from deep because there is nothing to hide. The characteristic of honesty are tells the truth when a question is asked, have not pretend attitude, says what he/she thinks and believes to be right, even when his/her friends disagree. He/she is strong enough to tell others that they are wrong. In this novel honesty can be measured from the sentences and dialogues of the main characters.

#### 2. Bravery

Brave is an attitude which appear from human that can be a dare to try things that either though difficult. Brave also can define as one of action to struggle and maintain something which believed as something good and right with pass a danger, difficulty and weakness.

Brave can apply to oppose the flow is moving towards one, courage to say no, courage to provide, courage to admit the mistake and courage to require apologize. To measure bravery from someone, it can know from the dialogues and also can know from the sentences. In thia novel brave that shown by character from the brave to admit the mistake and the difficulties.

### 3. Peaceable

Being calm and patient. The tendency to try to accept other's opinions rather than denied and opposed it. Understanding that the differences are rarely resolved through conflict, and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other's feelings instead of reacting to them quickly. Emotional control.

### 4. Confidence and Potent

Individuality; Awareness of boundaries and the uniqueness of development. Responsible for his own deeds. Overcoming the tendency to blame others when experiencing difficulties. Believing in self-ability.

### 5. Self-Discipline and Moderation

Self-discipline in physical, mentality and financial. Knowing the margin of time talking and eating. Knowing the margin in of strength of body and mind. Consciousness of the dangers in embracing extreme views and impartially. The ability to balance spontaneity with self-discipline.

### 6. Purity and pureness

Awareness to keep the value of chastity before and after marriage. Understanding the role of marriage and sexuality in it. Awareness about the consequences of long-term (and extended) that can be caused by immoral sexual life.

## **b. Values of Giving**

The values of giving are values which are needed to be practiced or provided and then would be accepted as given. Values of giving include:

1. Loyalty and Trustworthy

Loyalty toward family, job, the State, the school, organizations and other institutions which become the responsibility. Ready to support, serve and help. Trusted and consistent in promises.

2. Respect

Respectful toward life, rights, parent, elders, nature, and beliefs. Civilized and polite behavior. Respectful to self and avoid detraction to self.

3. Love and Affection

Love and affection to self which is more than just a loyal and respectful. Dear to friends neighbor who also love to hate us; and emphasizes the lifelong responsibility for saying to the family.

4. Sensitiveness and Selfless

More care to others. Learn to feel togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to other's needs and situations.

5. Kindness and Friendliness

Awareness that friendly and caring attitude is more commendable than the rough and tough attitude. The tendency to understand instead of confrontation. Tenderness, especially to younger or weaker. Capability of making new friends and maintain friendships. Easy to help. jovial.

6. Fairness

Obedience to the law, fairness in work and games. The view of the natural consequences and the law of cause and effect. Appreciate the generous and forgiving attitude and understand that revenge is futile.

## D. Concept of Literature

There are many different definitions of literature, although there are similarities on the main point. Many experts of Literature give the different explanation about literature that focus on different element.

Hudson said that “Literature is composed of those books, and of those books only, which, in the first place, by reason of their subject-matter and their mode of treating it, are of general human interest and in which, in the second place, the element of form and the pleasure which form gives are to be regarded as essential”.<sup>20</sup>

Diyani said that literature is designed to involve the students in the twin acts of reading and analysis. Each of the genres is introduced by a three-part explanatory overview of the reading process inspired by the approach to text. The students interpret literary works we concerns ourselves less with how they affect us and more with what they mean.”<sup>21</sup>

Literature is referred to as the entirety of written expression, more exact sense of the word, with the restriction that not every written document can be categorized as literature. Etymologically, the Latin word “litteratura” is derived from “littera” (letter) as the smallest element of alphabetical writing.<sup>22</sup>

Literature as everything in print, it is to limit it to great books,” books which, whatever their subject, are notable for literary form or expression. The term, seems best if limit it to the art of literature, that is, to imaginative literature.<sup>23</sup>

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<sup>20</sup>William Henry Hudson, *An Introduction to the Study of Literature*, (London: New Impression Reset, George G. Harrap, 1913), p. 10

<sup>21</sup>Diyani, Robert. 19. *LITERATURE reading fiction ,poetry, and drama*.5th.ed.New York :Mc Graw-Hill Companies. P.8

<sup>22</sup>Klarer, mario. *An Introduction to literary studies.sec.ed.*(London and New York : Rotledge).2004.p.1

<sup>23</sup>Rene Wellek & Austin Warren.*Theory of Literature*.New York: Harccourt,race and company.1949.p.9

Literature represents a language or a people: culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and evolve through our literary journey with books.

Ultimately, we may discover meaning in literature by looking at what the author says and how he/she says it. We may interpret the author's message. In academic circles, this decoding of the text is often carried out through the use of literary theory, using a mythological, sociological, psychological, historical, or other approach.

Whatever critical paradigm we use to discuss and analyze literature, there is still an artistic quality to the works. Literature is important to us because it speaks to us, it is universal, and it affects us. Even it is ugly, literature is beautiful.

So, literature is any written work. Writings in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features, as novels.

### **E. Concept of Novel**

Novel is a kind of imaginative literature, which belongs to narrative fiction. The literature of imaginations always present experience by a fictitious presentation of persons, ideas, and events. In novel, all events or ideas are almost the same with the reality. The author creates character, plot and setting which is familiar to the reader in order to make them understand, comprehend and enjoy the story easily.

Hudson, in his "An Introduction to Literature" said that "the novel is self contained; it provides within its own compass

everything that the writer deemed necessary for the comprehension and enjoy meant of his work.<sup>24</sup>

Novel is a literary work containing values , ideas, and motivations or doctrines expressed in the form of a story ( narrative). Novel tells various problem of human life and human interaction with the environment and human relationship with god. <sup>25</sup>

Novel is part of literature. Most novels talked about people and their problem, especially the conflict between individual and the society in which they live. In it, the authors express their ideas, imagination, feeling, morality, character, setting etc.

Based on the explanations above, it can be concluded that a novel is a long story which tells about some persons with their characteristics.

## **F. The Relationship Between Literature and Education**

There is relationship between literature and education. Etimologically, literature means also as a tool to educate. In the deeper view, nearly all of literature works are mediums to transfer good ethics. This afectivity will be more clear if it is related to old literature. For old society, literary work is like law, custom, tradition and even doctrin. Understanding literature work has same position with understanding advise, rule, prohobition and command and so on.<sup>26</sup>

Nowdays, literary work is used as a media in teaching learning process. It is used in transferring both value and knowledge. Many teachers use some literary stories to deliver value in curriculum. Besides, they use novel as media in teaching reading and translation subject.

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<sup>24</sup>William Henry Hudson, *An Introduction to the Study of Literature*, (London: New Impression Reset, George G. Haris), p. 168

<sup>25</sup>Mulyadi, The Values of Moral Learning in “*Ketika Cinta Bertasbih*” *Novel Written by Habiburrahman El Shirazy*.Al-ta’lim journal.Vol.23.no.2, 2016.

<sup>26</sup> Caldas, Lin Alberto. Literature and Education. *Eutomia Revista de Literatura e Linguistica*. 1982. Available online on : <https://periodicos.ufpe.br/revistas/EUTOMIA/article/viewFile/2031/1599>

So, relation between literature and education is precisely that which is fought against, camouflaged, remedied with education, redirected to mean a “story”, “writing”, “knowledge”, something which can be pinned down and consumed, disciplined, by those who aren't a part of the process or who aren't within the process, struggling against change.

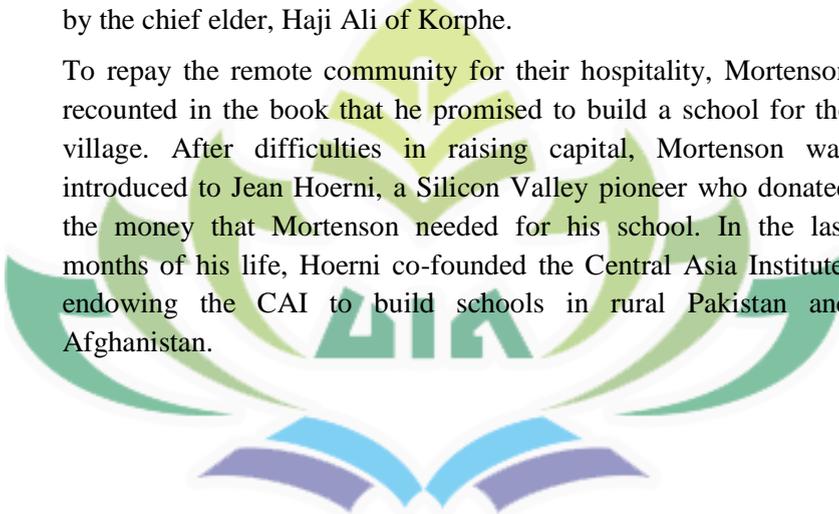
### **G. The Synopsis of “Three Cups of Tea”**

The “Three Cups of Tea” told us about Greg Mortenson’s struggle to achieve his mission to build a school in Pakistan. It began when he climbed Karakoram (K2) mountain, the world’s second highest mountain and located in the Karakoram range of northern Pakistan-administered Kashmir, as a way of honoring the memory of his deceased sister, Christa, who struggled with severe epilepsy from early childhood, but she never once complained and inspired all of us. As a memorial, he had planned to lay her amber necklace on the summit of Karakoram (K2). After more than 78 days on the mountain, Mortenson and three other climbers had their ascent interrupted by the need to complete a 75-hour life-saving rescue of a fifth climber. After getting lost during his descent, alone, he became weak and exhausted. Instead of arriving in Askole, where his porters awaited, he came across Korphe, a small village built on a shelf jutting out from a canyon, where the Balti ethnic villagers helped nurse him back to health.

When he went to see the local school, he saw 84 children sitting in the dirt doing their school lessons. Most were writing with sticks in the dirt, and they shared only seven slate boards. Yet, despite abject poverty, he felt their fierce desire to have an education, and saw their spirits soar. At that moment, he realized that he had not come to Pakistan to climb a mountain, but to help the children build a school to honor Christa. To repay the remote community for their hospitality, Mortenson recounted in the book that he promised to build a school for the village, especially for girls.

In 1993, mountainer, Greg Mortenson attempted to climb Karakoram(K2), the world's second highest mountain and located in the Karakoram range of northern Pakistan-administered Kashmir, as a way of honoring the memory of his deceased sister, Christa. As a memorial, he had planned to lay her amber necklace on the summit of Karakoram (K2). After more than 70 days on the mountain, Mortenson and three other climbers had their ascent interrupted by the need to complete a 75-hour life-saving rescue of a fifth climber. After getting lost during his descent, alone, he became weak and exhausted. Instead of arriving in Askole, where his porters awaited, he came across Korphe, a small village built on a shelf jutting out from a canyon. He was greeted and taken in by the chief elder, Haji Ali of Korphe.

To repay the remote community for their hospitality, Mortenson recounted in the book that he promised to build a school for the village. After difficulties in raising capital, Mortenson was introduced to Jean Hoerni, a Silicon Valley pioneer who donated the money that Mortenson needed for his school. In the last months of his life, Hoerni co-founded the Central Asia Institute, endowing the CAI to build schools in rural Pakistan and Afghanistan.





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