

**The Educational Value of the Main Character in Facing Life's Problems in
the Novel Sunset and Rosie by Tere Liye**

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ABSTRACT

This study aims to (1) describe the intrinsic elements that build the novel *Sunset Bersama Rosie* by Tere Liye and (2) identify the educational values contained in the novel through a literary sociology perspective. This research uses a qualitative descriptive method with an embedded case study design. The data consist of words, phrases, and sentences taken from the novel, collected through reading, note-taking, and literature study techniques. Data validity was ensured through theoretical triangulation, and the analysis employed a dialectical approach to relate literary structure with social reality. The findings show that *Sunset Bersama Rosie* revolves around the themes of love, compassion, and sacrifice. The story follows Tegar, the main character, who experiences deep emotional struggles following the Bali II bombing in 2005. The settings of Bali, Lombok, and Jakarta enrich the novel's socio-cultural background. The analysis reveals several educational values reflected in the characters' behavior and moral development, including the value of peace shown through forgiveness after tragedy, love illustrated in Tegar's sincere devotion to family and friends, sacrifice embodied by Rosie's willingness to prioritize others' happiness, and responsibility demonstrated through the characters' commitment to face challenges with integrity. These

values highlight how the novel not only portrays emotional resilience but also promotes moral awareness and social empathy in readers.

Keywords: Literary Sociology; Educational Values; Tere Liye; *Sunset Bersama Rosie*

INTRODUCTION

Educational values play an important role in shaping moral character, social awareness, and civic responsibility, especially as social change and technology increasingly influence behavior and ethics. In Indonesia, literature has long served as a vehicle for transmitting moral and cultural values. Through storytelling, authors present moral challenges and reflections that help readers understand ethical behavior and empathy (Adi, 2011; Al Ma'ruf, 2010). Recent studies also emphasize that literature is an effective tool for character education because it engages emotion, imagination, and reflection, allowing students to internalize values in meaningful ways (Lestari & Susanto, 2023; Fitriani, 2024).

Among modern Indonesian writers, Tere Liye is widely known for weaving moral and social reflections into stories that are both emotionally engaging and socially relevant. His novels such as *Hafalan Shalat Delisa*, *Rindu*, *Pulang*, and *Sunset Bersama Rosie* consistently explore moral lessons about love, compassion, and integrity. Previous research has mainly focused on the moral and religious dimensions in his works, discussing how his stories reflect faith, patience, and human struggle (Harahap, 2022; Arifin, 2023; Putri & Rahmawati, 2024). For example, *Hafalan Shalat Delisa* highlights maternal love and devotion, while *Pulang* and *Rindu* present themes of repentance and moral resilience (Santoso & Laila, 2023). These studies demonstrate Tere Liye's consistent interest in values that build strong moral identity.

However, *Sunset Bersama Rosie* has not received the same academic attention as his other novels, even though it presents a powerful moral narrative set in the aftermath of the Bali bombing in 2005. Previous research has tended to list moral or social values found in the novel, such as honesty, sincerity, and courage, but has rarely explored them through a framework of educational values that connects literature to moral learning and social understanding (Widodo, 2013; Harahap, 2022). This leaves a clear research gap. While other studies have focused on identifying values descriptively, few have examined how these values function as tools for moral development and education in a broader sociocultural context.

Reading *Sunset Bersama Rosie* through the lens of literary sociology offers a deeper understanding of how individual experiences in the story reflect collective moral recovery and resilience. Literary sociology views literature as a reflection of society and a medium that helps readers understand social realities and moral behavior (Wiyatmi, 2020; Nurhadi, 2021). In this novel, Tere Liye uses the tragedy of the Bali bombing to show how individuals rebuild empathy, love, and trust after loss. The characters' actions Tegar's forgiveness, Rosie's compassion, and the loyalty of

their friends—illustrate how peace, sacrifice, and responsibility emerge naturally from human relationships shaped by tragedy. These messages are especially relevant today, when moral awareness among young people is weakening due to social media influence, consumerism, and declining respect for others (Yuliana & Sari, 2022; Prasetyo, 2023).

Recent discussions about character education in Indonesia also highlight that moral learning must be rooted in cultural and social experience. Literature provides this connection because it engages both thought and emotion, helping students interpret moral lessons through real human stories (Wijayanti, 2024). *Sunset Bersama Rosie* serves this purpose by presenting complex emotional experiences that encourage readers to understand forgiveness and empathy not as abstract ideas but as actions within a social and historical context. The novel's setting in Bali, Lombok, and Jakarta provides a realistic picture of Indonesia's diverse society, while its focus on friendship and recovery after disaster reflects the collective resilience of the Indonesian people.

Another reason this study is significant is that it links literature with education at a time when the Indonesian government is promoting values-based learning to strengthen national character. As noted by Suharto and Fadilah (2024), literature that portrays moral decision-making and social empathy can help teachers foster tolerance and mutual respect in the classroom. By examining the educational values in *Sunset Bersama Rosie*, this study aligns with current educational goals that emphasize peace education, empathy, and social responsibility (Kurniawan & Widodo, 2025). Furthermore, the findings can contribute to the development of teaching materials that integrate literature with moral education programs in schools and universities.

In contrast to earlier studies that only identify moral elements, this research seeks to explain how Tere Liye's portrayal of love, compassion, sacrifice, and responsibility connects to the real social challenges faced by Indonesian society. The study also explores how the novel's narrative structure, characters, and social settings communicate lessons that readers can internalize as part of their own value system. By doing so, it contributes both to literary analysis and to educational practice. Theoretically, it deepens the understanding of how literature represents social and moral values. Practically, it provides insights into how literary works can be used as tools for character education to promote empathy, peace, and responsibility among students.

Therefore, this study is important because it bridges the gap between literary analysis and moral education. It provides evidence that literature is not only a form of art but also a means of building moral awareness and social harmony. Through a literary sociology approach, *Sunset Bersama Rosie* is analyzed as a reflection of human experience that offers readers valuable lessons about forgiveness, compassion, and moral strength in times of crisis. These lessons remain relevant in shaping moral awareness and national character in the modern era. The objectives

of this study are (1) to describe the intrinsic elements that build the novel *Sunset Bersama Rosie* by Tere Liye and (2) to identify and analyze the educational values contained in the novel through a literary sociology approach that connects literary structure, social context, and moral meaning.

LITERATURE REVIEW

Definition of Value and Educational Values

In the Indonesian context, “value” refers to qualities or principles that benefit humanity and guide human behavior. As defined in the *Kamus Besar Bahasa Indonesia*, a value is a quality important and beneficial to human life. Scholars such as Poerwadarminta and Chabib Thoha further argue that values reflect a belief system that provides meaning and moral guidance in life. In this sense, values act as normative standards that influence decisions, behavior, and social interactions. “Educational values” are those values that contribute to human growth and moral formation guiding individuals toward maturity emotionally, spiritually, and socially. Through education, individuals internalize values, enabling them to recognize ethical dilemmas, reflect, and act responsibly. Literature, particularly novels, can be a potent medium for conveying such values. By engaging with stories, readers encounter characters’ moral struggles and growth, allowing them to reflect on their own values and moral choices (Fadhilawati, 2023; Janatin, Syarifudin & Purnomo, 2025).

Several recent studies support the view that novels and other literary works play a significant role in character education. For example, a study of the novel *Penakluk Badai* found that the text contains a variety of character-education values including honesty, tolerance, discipline, hard work, creativity, social care, nationalism, and religious values demonstrating that literature can serve as effective material for moral and ethical education (Mudayat, 2024). Similarly, research on a contemporary Indonesian novel showed that novels remain relevant media for student character building, highlighting values such as integrity, responsibility, and empathy (Janatin et al., 2025). These findings reinforce the idea that educational values are not abstract ideals but lived moral frameworks that literature can transmit through narrative.

Definition and Nature of the Novel

A novel is a prose literary work that presents a sequence of life events, characters’ relationships, conflicts, growth, and moral dilemmas. It blends intrinsic elements such as theme, plot, characterization, setting, point of view, and message with extrinsic elements, including the author’s social background, cultural context, and historical conditions. This combination allows novels to reflect social realities while exploring human emotions and moral values in depth (Fadhilawati, 2023; Rotty, Goni & Tiwow, 2021). Through characterization and narrative events, novels enable readers to experience moral conflict vicariously. Characters’ choices, struggles, and

transformations invite readers to reflect on ethical issues, social responsibility, empathy, and moral growth. This makes novels powerful tools for moral education: not only do they entertain, but they also foster moral imagination and ethical reflection (Prasetyawati, Fadilah & Utami, 2024). Because of this potential, novels have increasingly been used in Indonesian education as media for character building. As one study on character-education values shows, novels can effectively reinforce virtues such as honesty, discipline, responsibility, social care, and nationalism values aligned with national identity and social cohesion (Mudayat, 2024).

The Role of Novels in Moral and Educational Value Transmission

Recent research underscores how literary works serve as strategic media for character and moral education in Indonesia. A qualitative study by Mudayat (2024) on the novel *Penakluk Badai* revealed that the novel's narrative and characters embed a broad range of educational values from honesty, discipline, creativity, social care, to religious and national values suggesting that novels can be integrated into formal or informal character education programs. Similarly, Janatin, Syarifudin, and Purnomo (2025) demonstrated that Indonesian novels remain effective for promoting integrity, empathy, responsibility, and other moral values among students. Their analysis emphasized the capacity of narrative fiction to encourage reflection on ethical behavior and social awareness within realistic social contexts.

Other recent studies support the use of literature as part of character education more broadly. For example, Suharto and Fadilah (2024) argued that contemporary Indonesian fiction often carries local-wisdom values and cultural empathy, making it relevant for educating students about social harmony and moral diversity in a multicultural society. Meanwhile, research by Prasetyawati, Fadilah, and Utami (2024) highlighted how novels can encourage peace, tolerance, and social empathy, especially when readers are engaged in discussion and reflection. Beyond novels, a recent integrative review (Rahmawati, 2025) showed that embedding local cultural values in character education programs helps ground moral education in social reality, bridging institutional learning with community values and strengthening social cohesion. These findings together show that literature especially novels remain a relevant, flexible, and culturally grounded medium for moral education. Through narrative, authors can present values in context: not as abstract norms but as lived experiences shaped by social, cultural, and historical realities. This makes novels potent tools for character formation, social empathy, and civic awareness in contemporary Indonesia.

Gaps in Existing Research and the Need for This Study

Despite this growing interest, many studies remain limited in scope. Several focus only on listing values present in a novel without deeply analyzing how those values emerge from narrative structure, social context, and character development. For

instance, while *Penakluk Badai* has been analyzed for its educational values (Mudayat, 2024), studies rarely explore how those values relate to social issues or historical background, or how readers might internalize and apply them in real life. Similarly, much of the research emphasizes novels with general themes, such as adolescence or personal growth. Fewer studies examine works that address collective trauma, social inequality, or moral recovery after disaster contexts where moral and social values may take on stronger social significance (Suharto & Fadilah, 2024; Prasetyawati et al., 2024).

Moreover, even when educational values are identified, there is a lack of research linking them with pedagogical practice. Few studies discuss how to integrate novels into formal education or curriculum design for character development, nor do they explore how literature-based moral education can respond to contemporary social challenges like social inequality, intolerance, or communal conflict. Given these gaps, a sociological-literary study of a novel with deep social context like *Sunset Bersama Rosie* becomes important. By combining textual analysis of structural elements (theme, plot, setting, characterization) with insights into social and cultural context, the study can reveal how educational values are embedded, how they arise from social circumstances, and how they may influence readers' moral awareness and social empathy. This approach moves beyond value-listing to interpret the novel as a socially relevant medium of moral education.

METHOD

Design and Sample

This study uses a qualitative descriptive design because it aims to describe, interpret, and analyze educational values as reflected in Tere Liye's novel *Sunset Bersama Rosie*. According to Siswantoro (2005), qualitative descriptive research provides a systematic explanation of facts, concepts, and meanings drawn from textual data. This design is suitable for literary research that focuses on understanding moral and educational values conveyed through narrative structure and character development. The research adopts an embedded case study strategy, where the analysis focuses on a single case the educational values found in *Sunset Bersama Rosie*. The embedded design allows the researcher to explore the phenomenon in depth within its real-life social and cultural context (Creswell & Poth, 2018). The research object consists of linguistic data in the form of words, phrases, clauses, expressions, and sentences that explicitly or implicitly convey educational values in the novel. The sample of the study is textual rather than human participants. The primary data source is the novel *Sunset Bersama Rosie* by Tere Liye, while secondary data sources include books, theses, journal articles, and online publications relevant to literary studies, literary sociology, and moral or educational values. These secondary materials serve as theoretical and contextual support in interpreting the educational values presented in the novel.

Instrument and Procedure

In qualitative research, the primary instrument is the researcher, who functions as the key data collector, interpreter, and analyst (Miles, Huberman, & Saldaña, 2018). The researcher reads and interprets the text critically to identify patterns, meanings, and values that emerge from the novel. To maintain objectivity, the researcher used supporting tools such as note cards, coding sheets, and data matrices to organize textual evidence and facilitate systematic analysis. The data collection procedure consisted of three main techniques:

1. Library research. The researcher collected and reviewed relevant theoretical and empirical literature to establish the analytical framework for literary sociology and educational values.
2. Close reading and observation. The researcher read *Sunset Bersama Rosie* multiple times to identify textual segments such as dialogues, descriptions, and narrative events that reflect moral or educational values like love, peace, sacrifice, and responsibility.
3. Note-taking and categorization. The researcher recorded selected words, phrases, and sentences that represent educational values, then categorized them according to thematic relevance (for example, moral, social, and emotional values).

The researcher continually refined the data by returning to the text to confirm that the selected excerpts accurately represented the values being analyzed. To ensure validity and reliability, the study used triangulation techniques. Triangulation was carried out in three forms:

1. Source triangulation, which compared primary data from the novel with secondary references such as previous studies and theoretical frameworks to confirm consistency of interpretation.
2. Theory triangulation, which applied multiple theoretical perspectives specifically literary sociology and educational value theory to interpret the same data, ensuring that the findings were not limited to a single viewpoint.
3. Researcher triangulation, which involved peer discussions and consultations with experts in literature and education to minimize subjective bias and enhance interpretive credibility.

Through this triangulation process, the research findings were verified for accuracy and alignment with established theoretical concepts. The use of multiple perspectives strengthened the credibility and dependability of the analysis.

Data Analysis

The data were analyzed using the dialectical analysis technique, which is designed to connect intrinsic elements of the literary text (such as theme, plot, character, and setting) with extrinsic elements (such as the social and moral realities represented in the story). The dialectical approach emphasizes that meaning in literature arises from the dynamic interaction between the text and its social context (Wiyatmi, 2020). The analysis followed several systematic steps:

1. Data reduction. The researcher identified, selected, and reduced textual data that explicitly or implicitly expressed educational values. Sentences or narrative excerpts unrelated to the study's focus were excluded.
2. Textual analysis. Each selected passage was analyzed in terms of literary structure, including characterization, plot, and setting, to determine how these elements represented moral and educational values.
3. Contextual interpretation. The identified values were then interpreted in relation to the broader social and cultural background of the novel. This step connected the literary representation with real-life moral and educational principles within Indonesian society.
4. Dialectical synthesis. The final step involved integrating textual findings with social meanings. The researcher compared the literary expressions of value with theoretical concepts from literary sociology to produce a comprehensive interpretation of the educational values embedded in the novel.

This analytical process was iterative. The researcher continuously revisited the text, refined the categories, and re-examined interpretations to ensure depth and accuracy. The dialectical method provided a framework to understand how Tere Liye conveys educational values through characters' experiences and how those values reflect broader social realities such as empathy, sacrifice, and moral responsibility.

RESULT AND DISCUSSION

The Educational Values Reflected in the Main Characters of *Sunset Bersama Rosie*

Tegar: The Value of Responsibility and Inner Strength

Tegar, the central figure and narrator of the story, represents the value of responsibility and emotional strength in dealing with loss and life's challenges. From childhood, Tegar has been close to Rosie, his best friend, and his love for her shapes his entire emotional journey. After the Bali bombing that takes Nathan's life and devastates Rosie's family, Tegar puts aside his personal happiness to help Rosie recover. He even cancels his engagement with Sekar and devotes himself to caring for Rosie and her children.

His reflection reveals the depth of his moral awareness: "*Mungkin ini bukan tentang siapa yang aku cintai, tapi tentang siapa yang harus aku jaga*" ("Perhaps this is not about who I love, but about who I must protect"). This statement shows Tegar's growth from emotional attachment to moral responsibility. His actions demonstrate that love is not only about desire but about duty and care. Tegar's character teaches readers that maturity is reflected in one's willingness to act responsibly, even when doing so means personal sacrifice. Through Tegar, Tere Liye portrays how emotional struggle can become a path toward moral strength.

His decision to help Rosie despite his own pain embodies the educational values of self-discipline, empathy, and responsibility, which are essential traits in shaping human character.

Rosie: The Value of Love and Emotional Healing

Rosie represents the value of love that brings emotional healing. After losing her husband Nathan in the Bali bombing, Rosie experiences deep depression and trauma. Her emotional pain isolates her from others, even from her children. However, Tegar's patience and constant support help her rediscover the strength to live again. The novel describes this moment: "*Rosie duduk menatap langit senja, mencoba menenangkan badai di hatinya*" ("Rosie sat staring at the evening sky, trying to calm the storm inside her heart"). This scene symbolizes Rosie's process of emotional recovery. The sunset imagery in the novel becomes a metaphor for love that heals. Through her relationship with Tegar and her love for her children, Rosie learns to transform sorrow into peace. Her journey illustrates that love can be an educational force that teaches resilience, forgiveness, and acceptance. Rosie's development also highlights the importance of emotional intelligence. Instead of remaining trapped in grief, she chooses to rebuild her life. Her character demonstrates to readers that love is not only a feeling but a conscious act of healing and compassion.

Nathan: The Value of Sacrifice and Integrity

Nathan's character embodies the value of sacrifice and integrity. He is described as a kind, thoughtful, and responsible man who consistently puts others first. Before his death, Nathan always acts with sincerity and decisiveness. The narrator recalls, "*Nathan tidak pernah menunda untuk berbuat baik, bahkan untuk hal kecil*" ("Nathan never delayed doing good, even for small things"). This line captures Nathan's commitment to moral goodness. His sacrifice during the tragic bombing leaves a lasting impression on those he loved. Even in his absence, Nathan's kindness and integrity continue to influence Rosie and Tegar. His death becomes a turning point for both characters, guiding them toward forgiveness and selflessness. Through Nathan, Tere Liye communicates the educational value of altruism and moral consistency. His life teaches that true goodness lies in one's daily actions and in doing what is right without expecting anything in return. Nathan's character reminds readers that moral integrity leaves an enduring impact that continues to inspire others even after death.

Sekar: The Value of Sincerity and Selflessness

Sekar reflects the value of sincerity and selflessness in love. As Tegar's fiancée, she initially struggles with feelings of disappointment when she realizes that Tegar's heart still belongs to Rosie. However, instead of harboring resentment, Sekar chooses to let go. She says to Tegar, "*Kalau dia bahagia bersamamu, aku akan belajar ikhlas*" ("If she is happy with you, I will learn to be sincere"). This

statement illustrates Sekar's inner peace and moral courage. She sacrifices her own happiness for the sake of others, showing that love is not possession but understanding. Sekar's emotional maturity becomes a model of ethical behavior that values empathy and acceptance over selfishness. Her decision reflects not weakness, but strength. Sekar's willingness to forgive and to accept her situation with grace reveals the educational value of sincerity. Through her, readers learn that selflessness and emotional control are vital parts of moral education.

The analysis of *Sunset Bersama Rosie* by Tere Liye shows that the novel functions not only as a work of fiction but also as a medium for character and moral education. The findings indicate that the main characters Tegar, Rosie, Nathan, and Sekar embody educational values such as responsibility, love, sacrifice, sincerity, and empathy. These values emerge naturally through the characters' responses to the Bali II bombing, which forms the central social backdrop of the story. This study reinforces the argument that literature can serve as an effective tool for shaping readers' moral awareness and emotional intelligence. As Fitriani (2024) explains, literary works can transmit values that encourage reflection, empathy, and moral reasoning. Similarly, Wulandari and Payadnya (2024) found that contemporary Indonesian novels often integrate moral lessons that influence readers' sense of social care and personal responsibility.

Tegar represents the value of responsibility through his consistent decision to prioritize the welfare of others above his own desires. After the bombing tragedy, he sacrifices his personal happiness to care for Rosie and her children, demonstrating that responsibility is a form of love expressed through self-discipline and empathy. This finding supports Janatin, Syarifudin, and Purnomo (2025), who concluded that literature enables readers to understand moral decision-making through characters' struggles. Tegar's statement, "*Mungkin ini bukan tentang siapa yang aku cintai, tapi tentang siapa yang harus aku jaga,*" illustrates his transformation from emotional attachment to moral maturity. His journey aligns with Mudayat's (2024) observation that narrative fiction promotes awareness of duty and compassion, both central to character education.

Rosie embodies the value of love and emotional recovery. Her process of overcoming trauma after losing her husband Nathan demonstrates that love is not merely an emotion but a path to healing and forgiveness. The novel describes her state as "*Rosie duduk menatap langit senja, mencoba menenangkan badai di hatinya,*" which metaphorically represents her struggle for inner peace. This finding echoes Prasetyawati, Fadilah, and Utami (2024), who argue that literature fosters peace and empathy by guiding readers to understand human vulnerability and resilience. Rosie's recovery through love mirrors the function of literature in emotional education as highlighted by Nurhidayati (2023), who found that novels help readers internalize empathy and emotional balance.

Nathan's character reflects the value of sacrifice and integrity. His acts of kindness and responsibility before his death leave a lasting influence on others, especially

Tegar and Rosie. His principle, “*Nathan tidak pernah menunda untuk berbuat baik, bahkan untuk hal kecil,*” reveals a moral lesson that integrity is demonstrated through consistent good deeds. This aligns with Fadhilawati (2023), who emphasized that the portrayal of selflessness and perseverance in modern Indonesian fiction strengthens readers’ moral consciousness. Nathan’s sacrifice is not only personal but also social, representing moral action in the face of tragedy. His legacy supports Kurniawan and Widodo’s (2025) idea that literary characters can function as moral role models that inspire ethical and civic reflection.

Sekar, on the other hand, represents sincerity and selflessness. Despite her pain after realizing that Tegar’s heart belongs to Rosie, she chooses to let go gracefully. Her statement, “*Kalau dia bahagia bersamamu, aku akan belajar ikhlas,*” expresses moral strength and emotional maturity. This finding resonates with Suharto and Fadilah (2024), who note that empathy and forgiveness in Indonesian fiction reflect collective moral values rooted in local culture. Sekar’s decision exemplifies the importance of emotional intelligence in moral education, emphasizing that love must coexist with integrity and humility. Her behavior embodies what Yuliana and Sari (2022) describe as the reawakening of moral awareness through literature that portrays emotional endurance and ethical decisions.

This study’s new contribution lies in its focus on educational values as part of social experience rather than individual morality. Previous research on Tere Liye’s novels primarily examined moral or religious values in works such as *Hafalan Shalat Delisa* and *Rindu* (Harahap, 2022; Santoso & Laila, 2023). In contrast, this study highlights how educational values emerge from the interaction between personal suffering and collective tragedy. It demonstrates that *Sunset Bersama Rosie* functions as a reflection of Indonesia’s moral recovery following national trauma, reinforcing the view that moral education in literature is deeply tied to historical and cultural contexts. The novel illustrates that compassion, forgiveness, and social responsibility can arise from shared human pain, aligning with Kurniawan and Widodo’s (2025) argument that literature serves as a moral space for developing civic empathy and ethical awareness.

Despite these insights, several limitations should be acknowledged. First, the study focuses only on one novel, limiting its generalization to Tere Liye’s other works or to different genres of Indonesian literature. Comparative analysis involving multiple novels could offer broader perspectives on how educational values are portrayed across contexts. Second, this study relies on textual interpretation without exploring how readers perceive or internalize these values. Future research could use reader-response or classroom-based approaches to assess how literature contributes to moral awareness among students. Third, although the dialectical analysis effectively connects text and context, it does not fully examine linguistic style or narrative techniques that also communicate moral meaning. Further stylistic research could complement the sociological interpretation.

Nevertheless, the study has important implications for literature and education. Theoretically, it strengthens the understanding that educational values are embedded within the sociocultural structure of literary works. This supports Wiyatmi (2020), who argues that literature functions as a mirror of society that teaches moral lessons through aesthetic experience. Pedagogically, *Sunset Bersama Rosie* can be used as learning material in character education programs, helping students discuss values such as empathy, responsibility, and sincerity through literary analysis. As noted by Lestari and Susanto (2023), incorporating literature into classroom learning encourages students to develop ethical reasoning and emotional literacy. Culturally, the novel affirms that Indonesian literature continues to play a role in nurturing moral identity and national solidarity, especially in times of social and emotional crisis. *Sunset Bersama Rosie* illustrates that moral and educational values are not abstract ideals but are lived through human relationships and social experiences. The study found that responsibility, love, sacrifice, and sincerity are expressed through characters who grow by facing suffering with empathy and courage. These findings enrich previous research by emphasizing the role of literature as a medium of moral reflection rooted in cultural and social context. Although limited in scope, the study contributes to the ongoing dialogue on how Indonesian literature can promote character education and strengthen moral awareness in readers.

CONCLUSION

This study reveals that *Sunset Bersama Rosie* by Tere Liye conveys profound educational values through the moral growth of its main characters. Tegar embodies the value of responsibility and empathy by putting others' needs above his own, illustrating that maturity is reflected in selfless action. Rosie represents love and emotional healing, showing how compassion can restore peace after loss. Nathan reflects sacrifice and integrity, reminding readers that genuine goodness lies in consistent moral behavior. Sekar demonstrates sincerity and selflessness through her willingness to accept heartbreak gracefully. Collectively, these characters reflect that true education extends beyond intellect it involves cultivating moral strength, empathy, and resilience in life's challenges. The findings underline the significance of literature as a medium for character education. Through relatable stories and emotional experiences, readers can internalize moral lessons that shape their values and behavior. For teachers, *Sunset Bersama Rosie* can be used as a learning material to promote discussion and reflection on themes such as love, forgiveness, responsibility, and social empathy. This approach supports the goals of character education in schools, helping students connect literary understanding with moral awareness and emotional intelligence.

Although this research focuses only on one novel, it contributes to understanding how Indonesian literature can serve as a moral and cultural resource for education. Future studies are encouraged to examine other works by Tere Liye or similar authors to identify diverse moral perspectives across literary contexts. Reader-response and classroom-based studies are also recommended to explore how

students engage with the novel's values and apply them in real life. *Sunset Bersama Rosie* offers not only an engaging narrative but also valuable moral insight for readers and educators. The novel reminds us that education is not limited to formal settings but is also shaped through compassion, moral reflection, and human experience. Through its characters' journeys, the story encourages both readers and students to understand that love, sincerity, and responsibility are the foundation of a meaningful and ethical life.

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