



An Analysis of Basic Human Values in the C.S Lewis' the Chronicles of Narnia: the Lion, the Witch and the Wardrobe

Ari Muliani^{1*} 

¹ Ganesha University of Education, Singaraja, Indonesia

*Corresponding author: Arimuliani97@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi nilai-nilai dasar manusia pada novel C.S Lewis "The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe. Analisis tekstual digunakan dalam penelitian ini. Pengumpulan data dilakukan dengan cara membaca teks dan membuat unit korpus data dalam bentuk tulisan. Terdapat 24 nilai dasar manusia yang dapat ditemukan dalam novel ini. Nilai dasar manusia adalah pengarahan diri sendiri (rasa ingin tahu) dan hedonisme (kesenangan/kesenangan), kekuasaan (otoritas), keamanan (keselamatan), tradisi (kepercayaan), kebajikan (kesetiaan), rangsangan (keberanian dan cinta tantangan), prestasi (ambisi), dan kebajikan (membantu dan memaafkan), pengarahan diri sendiri (kemandirian, kreativitas, dan harga diri), stimulasi (kesenangan/kenikmatan), pencapaian (kesuksesan dan kemampuan), konformitas (perilaku positif dan harmoni), tradisi (agama), dan universalisme (toleransi dan kebijaksanaan).

Kata Kunci: Analisis Tekstual, Nilai Dasar Manusia

Abstract

The purpose of this study was to identify basic human values on C.S Lewis' novel "The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe. Textual analysis was used in this study. The data were collected by reading the text and creating data corpus units in written form. There are 24 basic human values that can be found in this novel. The basic human values are self-direction (curiosity) and hedonism (enjoyment/pleasure), power (authority), security (safety), tradition (belief), benevolence (loyalty), stimulation (bravery and love challenge), achievement (ambition), and benevolence (helpful and forgiveness), self-direction (independence, creativity, and self-respect), stimulation (pleasure/enjoyment), achievement (success and capability), conformity (positive behavior and harmony), tradition (religion), and universalism (tolerance and wisdom).

Keywords: Textual Analysis, Basic Human Values

1. INTRODUCTION

Literally, value mean belief, behavior, or even a guide to select something. Hill in Jonathan (2015) explains that values are individual beliefs which will be used to achieve something in life. It also stated by Schwartz (2006) that value refers to a goal that a person wants to achieve. It means that if a person has a value, she/he will use that value to motivate her/him to do a particular action. In this case, Schwartz defines value not as a situation, but he refers to value as a goal used to motivate. The definition is also supported by Rokeach in (Lindeman & Verkasalo, 2014) who explains that values are standards to guide human beings to a certain position in life. He also refers to values as standards to asses and judge ourselves and other persons. It can be concluded that value is important in human life.. Schwartz (2006) has identified the definition of values according to the human values categories. He states that there are ten basic human values, namely achievement, power, hedonism, stimulation, self-direction, security, conformity, tradition, universalism, and benevolence. According to him, these values are independent and have different power to encourage a particular individual attitude.

History:

Received : February 27, 2022

Revised : March 5, 2022

Accepted : September 10, 2022

Published : November 25, 2022

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



There were some previous researches conducted on human values. [Gupta \(2016\)](#) conducted a research regarding the degradation of human values in higher education, [Solmaz \(2018\)](#) conducted a research on teachers by investigating their human values as a predictor of moral maturity. [Schwartz & Boehnke \(2004\)](#) even conducted a quantitative research about evaluating of human values structure. Regarding those value definitions, then values are the most important aspect of human life. However, there is a moral decline both among students and adult people. There is a human values decadence that changes human attitude and behavior. There are some researches that prove that there is human values decadence. [Yuwanto \(2015\)](#) analyzed corruptors' profiles from the perspective of human basic values theory. According to the ten basic human values perspective, he found that people do corruption because they have a very low universalism (understanding, appreciation, tolerance, and protection) and benevolence values (helpful, honest, forgiving, responsible, and mature love). [Salima \(2019\)](#) found that young students have low self- independence or what is called "self-direction" in human basic values theory. She explained that some students play truant from school because they are afraid of being left by their parents at school. It means that the students lack self-independence.

[Kemendiknas \(2010, p.2\)](#) observes that Indonesian students' etiquette becomes a crucial problem where students have bad attitudes such as having a bad habit of cheating in examinations, bullying other students and practicing plagiarism. These activities reflect that there is a degradation in Indonesian adult students' characters. Considering those crucial human values problems, it is important to do an analysis of human values, especially in novels, considering the elements of a novel which consist of character and moral values. According to [Abrams \(1999 : 32\)](#) character is a person who acts for a particular attitude and has moral and emotional qualities in narrative or dramatic art work. Besides, the important thing that is contained in a novel is value. According to [Suyitno in \(Persulesy, Emzir, & Rahman, 2018\)](#) a novel is a product of literature which contains values because it talks about human values in the human daily life. This view is supported by [Lanua, Saddhono, & Supana \(2017\)](#) who argued that there are human problems in a novel, since by definition a novel is a story of human life. The story is played by characters where the characters' morality, attitude, and emotion can be learned by the readers. [Yati \(2016\)](#) states that an early age is the right situation where character education values can be implemented because this age is a critical period. [Yati \(2016\)](#) argues that in this period, a person's character is easily built. Character education is not only taught in formal school. It can be implemented in informal situations such as through environment, family, and society and non-formal places such as orphanage, organization, course, etc. On the other hand, teaching about values at school can be done through reading novels. [Widyahening and Wardhani \(2016\)](#) explained that novels can be chosen to teach about values because they contain messages and moral values that can be accepted and learned by the readers.

[Dimakos \(2006\)](#) states that literature, especially children's stories can be useful as a tool to teach character education. [Dimakos \(2006\)](#), also explained that children's stories contain many experiences in maturity level, therefore students can learn from the characters' experiences whether how to solve problems or how to be a good person. Therefore, literature is useful both for improving students' English skill and teaching character education. Besides, literature is a media which is powerful for building children's good character ([Almerico, 2014](#)). He explained that it so because in a literary work there are many characters with different characterizations and their characterization will affect the readers. In addition, according to [Chambers & Gregory \(2006\)](#) teaching students using theoretical and critical texts has many advantages namely: 1) the teacher may use critical texts as a strategy to know the difficulties faced by the students, therefore, the teacher may use additional strategies to help the students understand the text. On other hand it can be said that it trains the teacher to

use varieties of strategies in teaching using critical texts, 2) it gives the students great opportunities to learn independently because it forces them to read the text, 3) encouraging the students to pay attention and giving them varieties of learning experiences. (Chambers & Gregory, 2006).

There are many examples of Children stories such as the *Little Prince*, *The Little Woman*, *The Secret Life of Bees*, *Harry Potter*, *The Series of the Chronilcs of Narnia*; *The Lion*, *The Witch and The Wardrobe*, *Prince Caspian*, and *the Dawn Voyage of Trader*. These novels contain values and messages especially about the life of children. However, the present study analyzed *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*. *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* is a children fantasy novel which was written by C.S Lewis. This novel was firstly published by Geoffrey Bless in 1951. *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* is the first series of C.S Lewis' fantasy stories, namely; *The Lion, the Witch and the Wardrobe*, *Prince Caspian: The Return to Narnia*, *The Voyage of the Dawn Trader*, *The Silver Chair*, *The Horse and His Boy*, *The Magician's Nephew*, *The Last Battle*.

This novel is about the four children in a time of evacuation from London during the World War II. This story begun when there was a magic old wardrobe in the professor's house where they lived in. One day, when they wanted to hide from the Macready, they did not have any place to hide. Then, they entered the old wardrobe and magically arrived in Narnia, the magic land. In that magic land, they met good speaking beavers, Centaurus, and many other speaking animals. Unluckily, one of their siblings, Edmund betrayed them. He had work for the bad witch, Jadis. Edmund tried to make a trap so that he could bring his siblings to the Witch, to be killed by the Witch itself. However, Aslan, a great Lion, the rightful king of Narnia saved Edmund form the Witch. Then, the four children were united and help the Narnians to defeat the Witch.

This novel has been very popular since the story is a miraculously fantasy story specifically for children. As stated by Common Sense Media book reviewer, the children love to read this story because it is about magic, like talking animal, the existence of centaurs, a great talking lion. Readers, especially children said that they loved to read this novel because they felt as if they experienced the real situation in Narnia. Besides, one of them explained that he found a good moral value from the story, which is about "Goodness defeats Evil". The other readers also recommended this novel because this novel is interesting to read because it is an adventurous novel about fighting for one's right.

As discussed above, this novel contains good moral values. On the other hand, it can be hypothesized that this novel also contains basic human values. Therefore, this novel could be used as a media for teaching values because it contains moral values in life. The values in the story can affect the reader's point of view regarding the values. However, the present study analyzed the first series. The aim was to identify the basic human values as proposed by Schwartz's theory which are represented by all characters in C.S Lewis' "*The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* using textual analysis method.

2. METHOD

This study was a descriptive qualitative research using textual analysis method. Hancock, Ockleford & Windridge (2009) describe qualitative research as a research about social phenomena through explaining the data collected. The result of the qualitative research is usually in the form of words and even it does not use numbers to report the data result (Hancock, Ockleford, & Windridge, 2009). Textual analysis method was used in this research where the researcher used observation sheet as research instrument.

Research Instrument

Table 1. Data Corpus of The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe

No.	Sentence
Chapter one	
1	
2	
3	
4	
Etc.	
Chapter two	
6	
7	
8	

The above table was used in dividing all data corpus in every chapter of the novel. It aimed at finding out how much data corpus there is in one chapter. One sentence is categorized as one data.

Table 2. Basic Human Values Tabulation

Basic Human Values	Specific Human Values	Chapters																	Σ	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Self-direction	Independence / freedom										1	1	1	1	1	1	1	1		
	Creativity										0	1	2	3	4	5	6	7		
	Consistence																			
	Curiosity																			
	Self-respect																			
	Pleasure																			
Stimulation	Innovation																			
	Variation																			
	Bravery																			
Hed	Challenge																			

The table above was used to draw a final conclusion on basic human values analysis. In this chapter, the researcher found out which value has the highest and which value has the lowest frequency of occurrence in every chapter.

Research Analysis Technique

In analyzing the data collected, the researcher applied textual analysis method adapted by Mckee (2001) which followed the following steps: 1) Creating sentences list, In this part the researcher created a list of all sentences in the novel and will be put in a table. One sentence was counted as one data (see Table 1); 2) Identifying basic human values on each sentence.

In this part, the researcher identified each sentences in every chapter to find out what basic human value represented by the identified sentence; 3) Drawing a conclusion, This was the last step in data analysis technique, where all the values in every chapter were counted to find out the frequency of occurrence of a value in a chapter (see table 2)

3. RESULT AND DISCUSSION

Result

Table 3. Basic Human Values Tabulation

Basic Human Values	Specific Human Values	Chapters																	Σ
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Self-direction	Independence / freedom	-															√	1	
	Creativity	-					√												1
	Consistence	-																	
	Curiosity	-	√	√	√				√								√		5
	Self-respect	-	√																1
	Pleasure	√																	1
Stimulat- ion	Innovation	-																	
	Variation	-																	
	Bravery	√								√									2
Hedonism	Challenge	√					√												2
	Enjoyment	√			√	√		√			√								5
	Satisfaction	-																	
Achieve- ent	Ambition	-	√							√									2
	Success	-																√	1
Power	Capability	-															√		1
	Social status	-																	
	Authority	-			√							√					√	√	4
	Wealth	-																	
Security	Social power	-																	
	Safety	√						√	√		√								4
Conform- ity	Worry	-																	
	Positive behavior	-		√															1
	Harmony	-	√																1
Tradition	Belief	√	√			√							√						4
	Religion	-															√		1
	Culture	-																	
	Humble	-																	
	Faithful	-																	
	Moderate	-						√							√				2
Benevo- lence	Helpful	-						√							√				2
	Appreciating true friendship	-																	
	Loyal	-							√						√	√			3
	Forgiveness	-					√							√					2
	Honesty	-	√	√	√					√		√	√						6
Universal -ism	Respon sible	-				√	√	√		√		√						√	6
	Understand- ing	-																	

Basic Human Values	Specific Human Values	Chapters															Σ		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16	17
	Tolerance	-														√			1
	Welfare	-																	
Wisdom	Wisdom				√														1
Σ		6	5	4	4	3	5	4	3	3	3	2	3	2	2	4	3	2	58

After conducting research analysis, the researcher found basic human values in this novel that were tabulated in a table. According to the table above, 24 basic human values appear in every chapter of *The Chronicles Of Narnia: The Lion, The Witch and The Wardrobe*. The value of benevolence that are honesty and responsible appears six times, the value of self-direction (represents curiosity) and hedonism (enjoyment/pleasure) appeared five times. Basic human values that appear four times in every chapter are the value of power (authority), security (safety), and tradition (belief). The value of benevolence that shows loyalty appears three times in every chapter. There are some basic human values that appear two times such as stimulation (bravery and love challenge), achievement (ambition), and benevolence (helpful and forgiveness). The basic human values such as self-direction (independence, creativity, and self-respect), stimulation (pleasure/enjoyment), achievement (success and capability), conformity (positive behavior and harmony), tradition (religion), and universalism (tolerance and wisdom) appears only once.

4. CONCLUSION

The findings of this research showed that this novel contains several basic human values proposed by Schwartz's theory. Through the analysis, it was found that some basic human values are found in this novel. One character might show different values in every chapter. The major characters, Peter shows basic human value of responsibility; Edmund, who experiences character development, shows the value of ambition; Susan represents the value of responsibility, curiosity; Lucy shows responsibility, kindness, honesty ; the Beavers show the value of responsibility; the White Witch, known as cruel witch ,shows the values of ambition and wickedness. This research can be used as a media in teaching human values especially for children because the novel used in this study is children's story. By using novels in teaching values to the students, they will easily understand the values and are able to see examples of certain values in life.

5. REFERENCES

- Abrams, M. H. (n.d.). *A Glossary of Literary Terms* (seventh ed.). United States of America: Earl McPeck.
- Almerico, G. M. (2014, October). Building character through literacy with children's literature . *Research in Higher Education Journal*, 26, 1-13.
- Astuti, R. E., Mujiyanto, Y., & Rohmadi, M. (2016, October). Analisis Psikologi sastra dan Nilai Pendidikan Dalam Novel "Entrok" Karya Okky Madasari Serta Relevansinya Sebagai Materi Pembelajaran Sastra di Sekolah Menengah Atas. *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*, 4(2), 175-187.
- Babae, R., & Yahya, W. R. (2014). Significance of Literature in Foreign Language Teaching. *International Education Studies*, 7(4), 80-85.
- Barsukova, O. V. (2016). Psychological Characteristics of Ambitious Person. (*JPMNT*) *Journal of Process Management – New Technologies, International*, 4(2).

- Chambers, E., & Gregory, M. (2006). *Teaching & Learning English Literature*. SAGE Publications
- Cherington, D. J. (2015, June). Understanding Honesty. 29-35.
- Dewi, N. L., Putrayasa, I. B., & Nurjaya, I. G. (2014). Analisis Nilai-Nilai Pendidikan Karakter Dalam Novel "Sepatu Dahan" Karya Khrishna pabichara dan relevansinya Terhadap pengajaran pendidikan karakter Sekolah Di Indonesia. *e-Jurnal Pendidikan Bahasa dan sastra indonesia*, 2(1), 1-10.
- Dimakos, C. M. (2006, July). The effects of using children's literature to teach positive character traits to elementary students.
- Frey, L., Botan, C., & Kreps, G. (1999 (2nd ed)). In *Investigating communication: An introduction to research methods*. Boston: Allyn & Bacon.
- Gamble, N., & Yates, S. (2002). *Exploring Children's Literature*. London: Paul Chapman Publishing. Retrieved from <https://epdf.pub>
- Gupta, P. (2016, January). Degradation of Human Values in Higher Education : An Analysis. *International Journal of Research – Granthaalayah*, 4(1), 165-170.
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An Introduction to Qualitative Research*. The NIHR RDS for the East Midlands . Retrieved from www.rds-eastmidlands.nihr.ac.uk
- Hoque, M. E. (2007). The Use of Literature in Teaching English as a Foreign Language (TEFL). *Jahangirnagar Studies of Literature and Language*, 22. Retrieved from <https://www.researchgate.net/publication/316659084>.
- Jonathan. (2015). Pendidikan Karakter: Hubungan Karakter Dengan Kepribadian. 1-29.
- Keshavarzi, A. (2012). Use of literature in teaching English. *Procedia: Social and Behavioral Sciences*, 554 – 559.
- Lanua, R., Saddhono, K., & Supana. (2017, May). Psychoanalysis Of Characters And Moral Values In The Novel Kepanggang Wirang (Burned Above The Shame) By Tiwiek Sa. *Ijoltl*, 2(2), 65-82.
- Lestari, L. T. (2018). Nilai-nilai Pendidikan Karakter Novel Sang pemimpi Karya Andrea Hirata dan pembelajaran di SMA.
- Lindeman, M., & Verkasalo, M. (2014). Measuring Values With the Short Schwartz's Value Survey. *Journal of Personality Assessment*, 85(2), 170-178.
- Litman, J. A., & Silvia, P. J. (2005). The Latent Structure of Trait Curiosity: Evidence for Interest and deprivation Curiosity Dimensions. *Journal of Personality Assesment*.
- Mawardi, D. (2014, Juni). Pendidikan untuk pengembangan Karakter (telaah terhadap Gagasan lickona dalam Educating for Character). *14(1)*, 269-288.
- Mckee, A. (2001). *A beginner's guide to textual analysis*. Metro Magazine.
- Mohajan, H. K. (2018). Qualitative Research Methodology in Social Sciences and Related Subject. *Journal of Economic Development, Environment and People* , 7(1), 22-48.
- Nasional, K. P. (2010). Panduan Pelaksanaan Pendidikan Karakter. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.
- Nasional, K. P. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta.
- Niemi, N. S. (2012). Defining Self--respect vs. Self--esteem and Measuring This Critical Youth--Development Asset. 1-15.
- Persulesy, S. I., Emzir, & Rahman, A. (2018). Social Values in Charles Dickens's Novel "Oliver Twist". 136-142.
- Reisen, M., & Stam, G.V (2016). Maslow's Theory of Human Motivation and Its Deep Roots in Individualism
- Salima, H. (2019). Analisis Kemandirian Belajar Siswa Dalam pembelajaran tematika di Kelas 2 SD AL-Azhar 17 Bintari
- Sari, S. (2019). An Analysis of Moral Value In "Gulliver's Travel" Novel .

- Schwartz, S. H., & Boehnke, K. (2004). Evaluating the Structure of Human Values with confirmatory Factor Analysis. *Journal of Research in Personality*, 230–255. [https://doi:10.1016/S0092-6566\(03\)00069-2](https://doi:10.1016/S0092-6566(03)00069-2).
- Schwartz, S. H. (2006). Basic Human Values: Theory, Measurement, and Applications. *Revue française de sociologie*, 1-51.
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. P. Zanna (Eds.), *Advances in experimental social psychology* (Vol. 24, pp. 1-65). New York: Academic Press
- Solmaz, S. Y. (2018). Human Values as a Predictor of Moral Maturity of Teacher Candidates. *Universal Journal of Educational Research*, 5, 863-870.
- Suarniti, G. A. (2019, Juli). Values Found In Lewis's The Chronicles Of Narnia. *Jurnal Bahasa dan Budaya*, 3(2), 1-9.
- Suryaningrum, D., Marbum, R., & Iwan, S. (2015). The Analysis of The Moral values in The Novel "Sense and Sensibility". *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 8(5), 1-13.
- Utami, D. B., & Arifin, R. (2017, June). An Analysis Of Moral Values In Burnett's Little Lord Fauntleroy Novel. 3(1), 29-41.
- Violetta, K., & Irene. (2015). The Use of Literature in the Language Classroom: Methods and Aims. *International Journal of Information and Education Technology*, 5(1), 74-79.
- Wahyuni, Y. (2019, October). An Analysis of Moral values of "Edensor" Novel (english version) Written by Andrea Hirata.
- Wasikiewicz-Firlej, E. (2012). Developing cultural awareness through reading literary texts. Retrieved from www.taikomojikalbotyra.lt
- Widyahening, D., & Wardhani, D. (2016). Literay Work and Character Education. *International Journal of Language and Literature*, 4, 176-181
- Yati, P. (2016). Pendidikan Karakter Anak usia Dini Melalui Metode Pembelajaran Field Trip. *Lentera*, 18(1), 123-139.
- Yuwanto, L. (2015). profil Koruptor Berdasarkan Tinjauan basic Human Values. *ILS Community Responsibility Program*, 1(1), 1-13.