

**AN ANALYSIS OF THE MORAL VALUES IN *EARTH* NOVEL
BY TERE LIYE**

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Abstract

Stories and literature can be used as media to teach moral values as well as develop students' characters. A number of previous studies have examined moral values in classrooms, novels, films, and textbooks, but there has been little exploration of them in literature from an educational perspective. To address this gap, this study was intended to analyze moral values in Tere Liye's novel *Earth* using Borba's theory of building moral intelligence. Through content analysis, the findings reveal that the novel represents all seven main virtues of moral values from Borba's framework, with kindness and empathy as the most prominent, and fairness and tolerance receiving the least emphasis. A total of 69 instances were identified: 21 for kindness, 17 for empathy, 13 for respect, 12 for conscience, 4 for self-control, 1 for fairness, and 1 for tolerance. These results suggest that *Earth* could be used as classroom material to teach moral values, with additional resources emphasizing less prominent values such as fairness and tolerance.

Keywords: Borba's theory, content analysis, moral values, novel, literary works

Introduction

In today's society, students face various challenges such as bullying, fights, pressure, violence, and other negative influences. Indonesia has the fifth-highest ranking for bullying based on the 2018 Program for International Student Assessment (PISA) data. These challenges can affect children's moral development (Lohmeyer & Threadgold, 2023), so parents and teachers need to pay more attention to them by reinforcing moral values in their lives. Kaur (2019), stated that moral values are an individual's or society's perception of what they believe to be the highest good, typically referring to attitudes and characteristics that encourage humanity, responsibility, honesty, and integrity. According to George & Uyanga (2014), moral values are taught to individuals in society to develop their character and foster good behaviour and well-being; thus it is pivotal to teach students the principles that guide their everyday lives.



Incorporating moral values education through stories and literature, then, can be one of the alternatives that can be used for entertaining students as well as fostering students' characters. This is supported by Gunnestad et al. (2015), who mentioned that stories can represent moral values by describing people's behaviors, emotions, perceptions, and words in different situations. Rosenstand (2016), explained that using stories can help facilitate conversations on moral issues. Teachers can use books or stories that teach moral values in the class. The Ministry of Education launched a program called "Literature in the Curriculum" in 2023, which uses literary works to help students enjoy reading, develop empathy, become more creative, and think critically (Kemendikbud, 2024).

Learning in the classroom using literary works can be applied when discussing narrative text and can also be used as extensive reading for students outside the classroom. Based on the Indonesian Book Information System (Perpustakaan Nasional Republik Indonesia, 2021), there are 166 titles of recommended literary works to support the Literature in the Curriculum program. One popular literary work is the novel *Bumi (Earth)* by Tere Liye, which has a rating of 4.31 on Goodreads and was first published in 2013. Gill Westaway translated this novel into English in 2019 under the title *Earth*. Therefore, this study analyzed the moral values in the novel *Earth* by Tere Liye, as it is important and relevant to be used as a medium to help students learn social and moral values through stories and characters.

Some researchers have explored moral values from different perspectives, such as examining moral values in short stories, novels, and movies, and some have also investigated the implementation of moral values in the classroom or focused on how narrative texts can help to develop moral values in children and how stories can be effectively used as a teaching tool (Balakrishnan & Thambu, 2017; Bayir, 2019; Gunnestad et al., 2015; Thambu, 2017; Yalçın, 2021). In addition, several others have examined moral values by comparing and analysing them across different literary works (Abrar, 2016; Mahendra & Amelia, 2020). Some researchers have also analysed moral values in the film (Kristanti & Maisarah, 2023) and in the textbook. Furthermore, some researchers have studied the novel, but not in terms of moral values (Sugiyanto, 2015). Based on the previous studies, there has been relatively little exploration of moral values in the novel from an educational perspective. To address this gap, this research analyzed the moral values in the novel *Earth* by Tere Liye, specifically through the lens of Borba's (2001) theory of building moral intelligence, namely empathy, conscience, self-control, respect, kindness, tolerance, and fairness.

Literature review

Moral values through the theory of Michele Borba

Morals define what is good and wrong in society, while values shape people's beliefs and behaviors, directing their relationships and actions. Morals refer to standards that guide and influence human behaviour, referring to right and wrong (Churchill as cited in Chowdhury, 2016; George & Uyanga, 2014; Kaur, 2019). Meanwhile, values refer to beliefs and attitudes that guide their actions and decisions (Gunnestad et al., 2015; Rennie, 2007). Based on the definitions above, moral values are beliefs and principles about common standards of right and wrong and interactions with others (Helendra, 2017; Kusramadhani et al., 2022;

Susana, 2018). In conclusion, morality and values are crucial in guiding people's decisions and behaviors.

Borba's (2001) theory of moral values emphasises the importance of the development of moral intelligence through seven essential virtues, which are empathy, conscience, self-control, respect, kindness, tolerance, and fairness. According to Borba (2001), moral intelligence is the ability to distinguish right from wrong based on the ethical perspective that develops honesty and respect as the essential virtues that enable individuals to be kind, develop strong character, and contribute in a positive way as responsible citizens. Lennick and Kiel (2011), explained that moral intelligence is our basic ability to think and behave morally, enabling us to learn moral principles, develop moral values, and align our actions with how we should act. Here is the overview of Borba's moral intelligence related to seven essential virtues:

1. Empathy

Borba (2001), explained that empathy represents an individual's ability to establish a deep connection with others by understanding and being aware of the many sides of their challenges, which fosters a complex understanding of their experiences and emotions.

2. Conscience

Conscience refers to the inner voice that guides children to do what is right and makes them feel guilty when they do something wrong (Borba, 2001; Patel, 2021).

3. Self-control

Self-control involves training the mind to remain focused and disciplined, avoiding immediate pleasurable choices that could lead to negative consequences in the long run (Patel, 2021). Borba (2001) explained that teachers can practice and emphasise the importance of self-control, inspiring students to motivate themselves to resist temptation and reconsider their actions.

4. Respect

Youngmevittaya (2018) emphasises that respect is recognising and honouring people's dignity and worth, regardless of their beliefs or values. Borba (2001) said that teachers show respect by being good role models, treating everyone politely, and thinking about their feelings.

5. Kindness

Passmore and Oades (as cited in Caldwell, 2017) stated that kindness is a genuine and compassionate reaction to another person's needs. Borba (2001) believed that teachers can foster kindness by teaching its value, rejecting cruelty, and highlighting the positive impact of kind behaviours.

6. Tolerance

Tolerance involves honouring the rights of everyone, including those whose beliefs and actions differ from ours (Borba, 2001; Saleh, 2018).

7. Fairness

Fairness refers to the act of being open-minded, which enables individuals to consistently act in a fair and just manner (Borba, 2001; Patel, 2021).

The novel *Earth*

A novel is a narrative written in prose, typically longer than a short story or a comic. It can be either fictional or non-fictional. The novel *Earth* by Tere Liye, also known as the first book of the *Earth* Series, is a fantasy story that brings the reader to a parallel world filled with adventure and magical aspects. Fantasy is the highest imaginative expression, incorporating magical and supernatural elements (Laetz & Johnston, 2008; Manlove, 2020). Mlčochová (2014), mentioned that the fantasy genre often uses evil to strengthen the concept of good, which results in good having a higher moral standing and finally succeeding.

The novel *Earth* by Tere Liye focuses on Raib, a 15-year-old girl who has the unique ability to disappear by placing her hands over her face. This ability has been apparent since she was two years old, and although she often disappears while playing hide-and-seek with her parents, she keeps this secret from everyone, including her parents. Raib has two best friends, Seli and Ali, who also possess unique abilities. Although Raib is at first annoyed by Ali's troublesome behaviour, they finally become good friends who can be relied upon for adventures.

Method

This study employed content analysis, focusing on analysing and describing the moral values in the novel *Earth* by Tere Liye. Content analysis, meanwhile, focused on understanding speech and texts within their contexts, looking for meanings, themes, and patterns within the text, both explicit and implicit (Wildemuth & Zhang, 2016). In this case, the research focused on the textual analysis of the novel *Earth*, as it contained only text and no images, using Borba's (2001) theory as the analytical framework.

The novel *Earth* by Tere Liye was originally published in Indonesian as *Bumi* in 2013 and translated into English by Gill Westaway in 2019. This research uses the first edition of the English version of *Earth*, which contains 45 chapters and has 432 pages. The reason for choosing this novel is that *Earth* provides a rich narrative reflecting various moral considerations faced by its characters, along with its popularity among teenagers and adults, which has a rating of 4.31 on Goodreads. The novel *Earth* has also been printed about 13 times in an Indonesian version as *Bumi*.

To collect the data, this research employed document analysis. Bowen (2009), defined document analysis as a systematic approach for reviewing and evaluating various materials, both printed and electronic, including agendas, books, brochures, diaries, and journals. The data collection process consisted of four steps: First, the entire novel was read to understand the plot and characters. Second, the novel was reread to identify moral values within the text. The third step involved highlighting relevant quotations that illustrated the moral values, using a different colored pen for each moral value. Finally, these quotations, including phrases, sentences, or paragraphs from chapters 1 to 45, were organised into table categories of moral values based on Borba's theory.

The method of analysing the data followed the steps of content analysis as outlined by Wildemuth and Zhang (2016), which included familiarising oneself with the collected data, developing a coding scheme, coding the text, and analysing the coded data. The first step was familiarizing with the collected data, which provided a better understanding and helped in remembering the data,

facilitating the subsequent analysis. The second step was developing a coding scheme, with coding categories employing phrases from (Borba, n.d.) definitions for each moral value, namely: 1) Empathy (Understanding Other Feelings); 2) Conscience (Ability to Act Accordingly); 3) Self-control (Reconsidering Action); 4) Respect (Polite Treatment); 5) Kindness (Positive Character Representation); 6) Tolerance (Acceptance of Differences); 7) Fairness (Equal Treatment). The third step was coding the text. This step involved systematically applying the coding scheme to the selected text and assigning codes to relevant segments that illustrated the identified moral values. The final step was analysing the coded data. The coded data were analyzed using (Fairclough, 2013), which consisted of three phases: description, interpretation, and explanation.

Findings

The results of the moral value analysis of Chapters 1 to 45 in Tere Liye's novel entitled *Earth* show 17 textual data representing empathy, 12 representing conscience, 4 representing self-control, 13 representing respect, 21 representing kindness, 1 representing tolerance, and 1 representing fairness. The total number of moral values presented in Tere Liye's novel *Earth* is 69 textual data. About 40% of the moral values were found in 45 chapters. The chapters that present moral values are 3, 5, 6, 7, 8, 10, 11, 13, 15, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 35, 36, 37, 39, 40, 41, 42, 43, and 45 while the chapters that do not reflect any moral values are 1, 2, 4, 9, 12, 14, 16, 19, 29, 30, 33, 34, 38, and 44.

The findings reveal that the novel *Earth* prominently highlights the moral values of kindness and empathy based on Borba's theory, while fairness and tolerance receive less emphasis. The novel emphasises the importance of caring for and understanding others as the basis for building strong relationships. In an educational context, these insights imply that teachers can use the novel *Earth* to promote empathy and kindness in moral education classes, particularly through discussions and activities based on the actions of the characters in the novel. This approach aligns with Borba's framework and provides students with the social skills they need for real-world interactions. Therefore, integrating literary works into the curriculum can encourage a more engaging and valuable classroom environment, promoting character development.

The following section presents an analysis of the textual data of the seven moral values from the most prominent to the least, which are kindness, empathy, respect, conscience, self-control, tolerance, and fairness. All of the textual data would be analysed, but since the total number of each of the seven moral values is not the same, the writer focuses on only four at most because of the page limitations and to make it fair; so the writer picks the representation of some chapters from the first chapter, the middle chapter, and the last chapter. The total data analysed using the (CDA) framework is 22 textual data from 69, and the remaining amount is in the appendix. This approach ensures an examination of the available data that is both balanced and focused.

Kindness (Positive Character Representation)

The moral value of kindness is the most prominent moral value found in the novel *Earth* by Tere Liye. Kindness appears in chapters 6, 10, 20, 22, 25, 26, 28,

32, 35, 37, 39, 41, and 45. There are 4 textual data points out of 21 textual data points that have been analyzed. The following is an example of data analysis.

Table 1. An analysis of moral values presenting kindness, chapter 22

No	Chapter	Text	Location/page/line	Descriptions	Codes	Criteria
1.	22	"I will not allow you to take my friend away with you!" Ali grabbed his rucksack and took out a baseball bat.	164 (11-12)	Ali bravely stands up for his friend Raib by confronting a threat and preparing to protect her with his baseball bat.	Positive Character Representation	Kindness

Ali's bravery and loyalty are clear in the passage when he finds out that his friend Raib is in danger. Ali acts right away and without thinking when Tamus from the Moon Clan tries to take Raib away. He quickly pulls a baseball bat out of his backpack to protect his friend. He might not be as strong as the enemy, but his actions show how much he cares about Raib and how ready he is to fight for her safety. Ali shows that being kind isn't just about being nice or saying nice things. It's also about having the bravery to act quickly when it's needed. According to Di Norcia et al. (2022) research shows that strong friendships often require people to be brave and take risks to help each other. Students can learn from and be inspired by Ali's brave and kind behavior. Teaching students to be brave and kind makes schools safer and more respectful, which cuts down on bullying and makes students feel better emotionally (Carlo et al., 2011; Eisenberg et al., 2015; Juvonen & Graham, 2014; Narr et al., 2019).

Empathy (Understanding Others' Feelings)

Empathy is one of the most prominent moral values found in the novel *Earth* by Tere Liye which seventeen textual data of empathy were found, appearing in Chapters 7, 13, 15, 18, 20, 23, 24, 27, 28, 32, 36, 39, 41, and 43. A total 4 textual data from 17 textual data have been analyzed. Below is an example of the data analysed.

Table 2. An analysis of moral values presenting empathy, chapter 7

No	Chapter	Text	Location/page/line	Descriptions	Codes	Criteria
1.	7	I scratched my head, which wasn't actually itchy, feeling sorry for Mum, who would doggedly not get any sleep or even eat, before Dad came home.	59 (3-5)	Raib feels empathy for her mother, who would persistently not get any sleep or even eat until her father came home.	Understanding Other Feelings	Empathy

The text shows that Raib, the main character taught the moral value of empathy by showing how much she cared about her mother, who could not eat or sleep until her father came back. This behavior shows that Raib does not want to

leave her mother alone in a tough spot. It also shows that she knows how her mother feels and wants to help. This act of empathy aligns with Borba's (2001) definition, which defines empathy as the ability to connect deeply with others by being aware of and understanding various aspects of their difficulties, helping a person understand how others feel and what they go through. Raib's action in the story motivates readers, especially students, to see how being kind and understanding can help strengthen relationships and help them grow morally. It aligns with Borba's (2001) view that when students practice empathy, they can build a stronger sense of right and wrong, empathy, and care for others.

Respect (polite treatment)

It was found that there were 13 textual instances that demonstrate the moral value of self-control. These are found in several chapters, namely chapters 5, 7, 11, 13, 22, 24, 25, 26, 35, 37, and 40. 4 textual data points of moral values from 13 have been analyzed. The following is an example of data analysis.

Table 3. An analysis of moral values presenting respect, chapter 11

No	Chapter	Text	Location/ page/line	Descriptions	Codes	Criteria
1.	11	"I am really sorry that I did not give you any advance notice that I was coming to visit." Miss Curly-Locks took one step forward and held out her hand to shake Mum's, smiling.	86 (6-8)	Miss Curly-Locks (Miss Selene) sincerely apologises for not giving prior notice before visiting and greets Raib's mother politely with a handshake and a smile.	Polite Treatment	Respect

Miss Selena, who is also known as Miss Curly-Locks, shows good manners and respect when she goes to Raib's house without telling anyone first. She quickly says she is sorry for not giving more notice, showing that she knows her sudden visit might cause problems. Research finds that apologizing when you inconvenience someone helps maintain positive relationships by demonstrating consideration for others' feelings and respect (Exline and Baumeister as cited in Howell et al., 2011). Miss Selena steps up, smiles, and offers her hand to shake Raib's mother's hand after saying she is sorry. That's a nice and polite way to greet someone. Nonverbal actions like handshakes and smiles are very important for showing friendliness and respect during social interactions (Knapp & Hall, 2009). So, Miss Selena's behavior reflects good social manners that help build respect and kindness. Respect means understanding that every person has value simply because they are human, and treating them with kindness for that reason (Lombardi, 1983). A medical ethics study describes respect as both the belief that people have worth and the actions that demonstrate this belief (Beach et al., 2007). Miss Selena's polite actions, such as apologizing and greeting people

warmly, create an atmosphere in which people feel valued and respected. This atmosphere promotes good behavior and reduces rudeness (Bilotta, 2023). By behaving with the same respect as Miss Selena, people help create positive social habits that encourage a more compassionate and kinder community.

Conscience (ability to act accordingly)

The researchers found 12 textual instances that demonstrate the moral value of conscience, which are found in several chapters, namely chapters 7, 8, 15, 17, 20, 21, 32, 35, 36, 41, and 42. 4 textual data points of moral values from the 12 textual data have been analyzed. The following is an example of data analysis from Chapter 8.

Table 4. An analysis of moral values presenting conscience, chapter 8

No	Chapter	Text	Location/ page/line	Descriptions	Codes	Criteria
1.	8	Remembering what my parents had been talking about last night, I jumped out of bed quickly. I needed to help Dad, at least by not making him wait for me.	63 (26-28)	Raib quickly gets out of bed to help her father, motivated by a sense of conscience about the conversation she heard last night.	Ability to Act Accordingly	Conscience

The word “remembering” indicates that Raib’s moral consciousness was active in a previous conversation, demonstrating her understanding of right from wrong. The statement “I had to help Dad” shows how she felt she had to do something and how she heard her inner voice telling her what to do. This point of view is similar to Borb’ (2001) definition of conscience as an inner voice that tells people what to do and makes them feel bad when they do something wrong. Raib’s behaviour in the story clearly demonstrates how having a strong conscience guides her to act thoughtfully and consider the feelings and needs of those around her. Her example serves as an important lesson for students, encouraging them to reflect on their own moral decisions and to develop important qualities such as empathy, kindness, and responsibility. Giubilini, (2016), explains that having a conscience means being aware of both past actions and future intentions or mistakes, significantly influencing how we act.

Self-control (Reconsidering Action)

Four textual instances demonstrate the moral value of self-control. These are found in several chapters, namely chapters 3, 27, 40, and 41. All of the textual data of self-control have been analyzed. The following is an example of data analysis from Chapter 3.

Table 5. An analysis of moral values presenting self-control, Chapter 3

No	Chap-ter	Text	Location/ page/line	Descriptions	Codes	Criteria
1.	3	I nudged Seli and gave her a signal just to let it go. Firstly, because, as the bell had already rung, we were preventing other kids from getting upstairs, and they were gathering on the first floor to watch what was going on	23 (9-12)	Raib stops Seli and Ali from fighting on the stairs so other students can get to class.	Reconsider -ing Actions	Self- control

The text shows that Raib has self-control because she stops Seli from fighting Ali on the stairs, which lets the other students get to class on time. This shows that Raib can keep Seli from wanting to get revenge on Ali after he pushed her. Raib's action is aligned with Patel's (2021) definition of self-control, which is the ability to train the mind to stay focused and disciplined while doing what is right instead of what is wrong. Raib's actions demonstrate self-control and the importance of considering how our decisions might affect us in different situations. Many students get into fights like the one between Seli and Ali in school. By looking at Raib's actions, students can learn to be more aware of and responsible for their surroundings. For example, when the school bell rings, it prioritizes the needs of others, making sure that all students can get to class on time without any problems or delays.

Tolerance (Acceptance of Differences)

There is only one textual instance that demonstrates the moral value of tolerance, which is found in chapter 28. For more details, below is an example of the data analysis.

Table 6. An analysis of moral values presenting tolerance chapter 28

No	Chap-ter	Text	Location/ page/line	Descriptions	Cod- es	Criteria
1.	28	"They're not as strange as they look," Ali asserted. "These clothes are actually comfortable. I can move around freely. Look! The shoes, too, are so flexible, it's as if you're not wearing shoes. I can bend my toes easily. Maybe the colour combination looks a bit strange. People in this world seem to like dark colours, but that's not a problem. You know, Ra, there's nothing more important about clothes than whether they're comfortable to wear.	217 (22-29)	Ali explains that even though the clothes and colors look unusual, they are comfortable and practical, and he prefers comfort over what others think about his appearance.	Acce ptanc e of Diffe rence	Toleran- ce

No	Chap-ter	Text	Location/ page/line	Descriptions	Cod- es	Criteria
		Not caring about the colour tastes of other people.”				

Ali explains that even though the clothes and colors look strange and out of place, they are comfortable and useful to wear. He cares more about being comfortable than what other people think of how he looks. It shows that Ali likes the unique styles of clothing worn by the Moon Clan and even praises the quality of clothing made in the city. Ali’s attitude is in line with what Corneo and Jeanne (2009) state: a tolerant person not only values their own traits, characteristics, or lifestyles, but also sees and respects the value of traits and lifestyles that are different from their own. In other words, tolerance means giving positive symbolic value to differences, not just to things that are like or familiar to you. When students are tolerant in the classroom, it makes the environment more welcoming and supportive, which helps students from different cultural backgrounds learn and grow together. Borba (2001), states that tolerance can help students grow their moral intelligence, which helps them keep their respect, position, and dignity at work and in social situations. Students also become more accepting of differences and more open-minded, which helps them interact with people from different backgrounds in a respectful and confident way. These experiences help students get ready to do well in many different social and work situations, giving them important skills for living in a world with many cultures.

Fairness (Equal Treatment)

There is only one textual example that shows the moral value of Fairness, which is found in chapter 31. For more details, below is an example of the data analysis.

Table 7. An analysis of moral values presenting fairness, chapter 31

No	Chapter	Text	Location/ page/line	Descriptions	Codes	Criteria
1.	31	I shook my head. However, pissed off I could get with Ali, I was going to give him a positive write-up.	263 (17-18)	Regardless of how upset Raib feels toward Ali, she will still provide him with a positive write-up.	Equal Treatment	Fairness

Raib treats Ali like she treats everyone else. Even though Ali annoys Raib sometimes, she treats him like her best friend. Her actions show that she treats her friends fairly and without bias, which is a sign of the moral value of fairness. According to Patel (2021), fairness is the ability of a person to do the right thing by treating others fairly and without discrimination. Students are inspired to treat everyone fairly when they see Raib doing so. Because of this, everyone feels welcome and respected in the classroom. Raib’s example, which is important for

building trust in life. It is not always easy to be fair, because people can get mad or upset, like Raib does when Ali bothers her. However, when someone chooses to be fair, even when it is challenging, it demonstrates that they are both strong and kind. It means they are doing the right thing and not just following their feelings. When people are fair, they make the world a better place, a place where everyone feels valued and respected.

Discussion

The findings show that all seven main virtues from Borba's (2001) theory are present throughout the story. A total of sixty-nine examples of moral values were identified. Empathy was found seventeen times, conscience twelve times, self-control four times, and respect thirteen times. Kindness was the most frequently found value, appearing twenty-one times. Meanwhile, tolerance and fairness appeared only once each in the novel. These findings demonstrate that kindness and empathy are the most prominent virtues in the story, while tolerance and fairness are less frequently emphasized. Some chapters in the novel *Earth* show more than one moral value, making the story rich with different positive lessons. However, there are also chapters in which no clear moral value is evident. This means that the presence of moral values in the novel depends on what happens in the story and how the characters act.

Kindness and empathy are the most prominent moral values in Tere Liye's novel *Earth*. It shows that the novel highlights how important it is to care about and understand other people as a way to build good relationships. This aligns with previous research by Irmawati and Kemal (2023), who identified key moral values in human relationships portrayed in Tere Liye's novel *Earth*. They highlight loyalty, affection, helping others, cooperation, harmony, empathy, and apologizing as essential expressions of kindness and empathy. These findings are similar to previous research by Mahendra and Amelia (2020), who examined moral values in the novel *The Fault in Our Stars*. Their study revealed that the novel emphasizes the importance of kindness and caring for others. The novel *Earth* teaches readers to be kind, help others, and think about how other people feel in different situations by following the friendships and adventures of Raib, Seli, Ali, and other characters.

Promoting kindness in schools can reduce bullying and create a more positive environment for everyone (Datu & Park, 2019; Layous et al., 2013). Wieners et al. (2021) found that kind students are happier, have better friendships, and get along better with others. Empathy also plays a crucial role by helping students improve their relationships through reducing intolerance, conflict, and bias. According to Zhang (2022), empathy is an important social skill that helps teachers and students understand each other's feelings, improving communication and reducing misunderstandings. Borba (2001) states that when students cultivate empathy, they develop a stronger sense of morality and care for others. Therefore, teaching kindness and empathy is essential for building moral development in students.

The moral values that appear the least in the novel *Earth* are tolerance and fairness, each found only once. In previous research, Bayır (2019) also found that students tend to emphasize respecting differences within the context of friendship while paying less attention to other universal values such as peace, equality, and

justice. However, these two values are just as important as other moral principles such as empathy, conscience, self-control, respect, and kindness. This indicates that moral values such as tolerance and fairness need to be taught more extensively. Witenberg (2007), explains that tolerance means making positive judgments and holding beliefs based on fairness, equality, caring, and consideration for others. Borba (2001), states that tolerance can help students grow their moral intelligence, which helps them keep their respect, position, and dignity at work and in social situations. In conclusion, although the novel *Earth* highlights tolerance and fairness less than other moral values, these moral values are essential for fostering positive behavior and interpersonal harmony in fiction and reality.

The moral values found in the novel *Earth* by Tere Liye reveal that it is suitable for use as teaching material in moral education classes, in addition to textbooks. Novel *Earth* is also on the list of recommended literary works for the literature curriculum program. Through the novel *Earth*, students can learn the seven essential morals based on Borba's framework, as well as other moral values. Using literary works as teaching materials makes learning more interesting and helps prevent boredom. Previous research has also found that stories are an effective tool for building moral values (Abrar, 2016; Balakrishnan & Thambu, 2017; Gunnestad et al., 2015; Rahiem et al., 2020; Thambu, 2017; Yalçın, 2021). Therefore, integrating novels like novel *Earth* into the curriculum can help students develop a deeper understanding of moral values in their daily lives.

Conclusion

In conclusion, the novel *Earth* by Tere Liye emphasizes several important moral values that are consistent with the seven main virtues of moral intelligence, which are empathy, conscience, self-control, respect, kindness, fairness, and tolerance. The presentation of these moral values is unbalanced; for instance, kindness appears 21 times, but fairness and tolerance appear just once and are not discussed in depth. It demonstrates that while the novel *Earth* is full of moral values, not all aspects of moral values are equally covered. Therefore, teachers need to use other resources, such as additional novels, short stories, films, or case discussions that highlight the values less present in the novel, so that students can gain a more complete and balanced understanding of the seven main virtues of moral intelligence and apply all these values harmoniously in their daily lives.

Suggestions

Based on the above conclusion, this research offers three important suggestions for different groups. First, since the novel *Earth* is less emphasize of moral values such as tolerance and fairness, the writers of novels or other literary works are advised not only to focus on moral values like kindness and empathy but also to include tolerance and fairness. These values are just as important as the others for building a well-rounded moral character. By showing a balanced mix of moral values, stories can give a more realistic view of social life and the moral challenges people face. Second, it is recommended that educators and English teachers explore various educational resources that teach moral values beyond textbooks, such as the novel *Earth*. The teacher should use other resources, such as other novels, short stories, or movies that highlight these moral values. This

approach helps students develop a more comprehensive and balanced understanding of the seven main virtues of moral intelligence. Third, future researchers are recommended to use Borba's theory of which enables a deeper and broader exploration of moral values. Furthermore, exploring *Earth* through alternative theoretical perspectives, such as psychological, sociocultural, or intertextual approaches, could provide fresh insights and a deeper understanding. These suggestions aim to help writers, teachers, and researchers continue to improve and enrich the understanding and teaching of moral values through literature and other learning materials.

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