

Reception Analysis of Educational Values Reflected in “The Hobbit” Novel by J.R.R. Tolkien

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ABSTRACT

This study is a qualitative study which aimed to analyze the educational values and reader's reception in the form of active and passive respond toward educational values reflected in "The Hobbit" novel. The subject and population of this study are 5 different readers. The data of this study were obtained from Researcher examination and the semi-structured interview conducted between the Researcher and the subjects. Based on the analysis of the data, the study found that all 5 readers had their own respective responses toward educational values in the novel, which classified into active and passive respond. Furthermore, the study also concluded that the educational values in the novel are presented in the form of bravery (value of being) and also loyalty and kindness (value of giving). The value of bravery is shown by the decisions of the main character in taking risk. Value of loyalty is shown by the commitment of the characters to achieve their goal. Finally, the value of kindness is shown by the companionship and friendship between the characters in the novel.

Keyword: *Educational values, Novel, Reception*

1. INTRODUCTION

Imagination is a thought process that is closely related to fiction and reality experienced by human inside their mind. The existence of imagination is emerged from human reaction to the conditions of reality with the aim of finding the ideal picture of something that human want in their mind. This condition of reality is based on the social experience of human which will then represented in the form of imagination (Zittoun & Cherkhia, 2013). As what is stated by Vygotsky (2004) that a reality contributed in the process of a person imagination. Thus, the social experience in this case will be used by humans as the basis for the process of their imagination which can then be developed into an aesthetic concept that will leads to the production of a literary work.

In the way to present a story, a literary work could be existed in the form of a novel. Novel is a literary work that written based on the experience and imagination of the human. A novel could be the source for education for its reader as it also can improve the general knowledge of the reader (Clark & Rumbold, 2006). However, understanding the educational values contained in a novel is actually will depends on the reader's interpretation towards the kind of issue portayed by the novel itself. Oda & Khazall (2009) in their study argues that as an educational purpose a novel can be very much important for the reader, since it provides them an enjoyment and understanding about the real condition of life which based on social and cultural issues portayed by a novel.

Creating a good novel is not just writing a story but also should be included with a moral message that can be perceived by its readers. In order for a novel to be accepted as a good literary work, it should able to enrich the minds of its readers and expand the horizon of their life (Yuniati et al., 2017). In relation with educational values, the term ‘value’ refer to something good or bad that happened from human experience in selection of righteous behavior (Soelaeman, 2005). On the other hand, Irawan & Andriani (2018) stated that education is an effort and plan

to create an atmosphere of learning motivation in order to develop people's potential to have emotional strength, self-control, good personality, intelligence, noble character, and skills that society needs.

El Mubarok (2008) in his theory categorized educational values into two groups. First one is called *values of being* or a value where human beings are involved into the behavior and the way they treat the others. Values of being are included; honesty, never give up, purity, confidence, peace, bravery. Secondly, a value that need to be practiced in a form a behavior and positive action towards the other, which also called as *values of giving*. This kind of values are included; loyalty, respect, love and affection, kind and friendly, and unselfish behavior.

It should be known that as literary work, novel presented in the various form of genre. In more specific like fantasy novel, such as "The Hobbit". The Hobbit was first released in the year of 1937. The novel tells the story about the adventure of a hobbit (Human dwarf-like creature) named Bilbo with 13 dwarves to reclaim the treasures of the dwarves from a giant dragon named Smaug. In a specific genre like a fantasy educational messages mostly existed in the form of bravery, love, solidarity and more. This is also depicted in the hobbit novel where in the story progression, Bilbo personality development along with his adventure with the dwarf emphasizes him to be a brave, clever and solid companion.

Reading a fantasy can affect reader imagination that can leads readers to have an immersion of a fantasy in navigating their own world (Thomas, p. 6-11, 2019). However, the problem in reading a fantasy novel is mostly related with reader's difficulties to understand the messages of education reflected in the novel. Some readers were sometimes found it hard to comprehend some messages provided by a fantasy novel which delivered messages in more metaphorical way. The particular reason of these is because when reading a fantasy novel, reader tend to focus toward the action rather than the educational messages contained on the novel. This study was therefore exist in order to explore kinds of educational values reflected in "The Hobbit" Novel and readers' perceptions as well as readers' receptions toward kinds of educational values reflected in "The Hobbit" novel.

2. RELATED LITERATURE

Study of reception could be defined as a literary approach that focus on analyzing the responses of readers in reviewing the literary work. According to Erwani (2020), reception in literary study comes from the word *recipere* (Latin) and reception (English) which defined as the acceptance of the reader. In addition, Junus (1985) in his theory about the study of reception stated that literary reception is a study that studies how reading gives meaning to the literary works so that it can provide an active or passive responses.

Active responses means that in reviewing the message of the literary work, readers would try to implement what he gained from the messages, in which in this case they would uses their perception in filtering the message that they get from reading a literary work before actualizing it for their personal life. In the other hand, passive response is referring towards the readers understanding about the messages contained in the literary work that they have read.

The basic theory of literary reception views literature as a media that always received response from people who read it. According to Jauss (in Pradopo, p. 209, 2013) the appreciation of the first readers will be continued and enriched through further responses from generation to generation. The task of the reception is to examine the reader's responses in the form of interpretation, concretization, or criticism of the literary works. Readers' responses to the literary works can be influenced by several factors, including socio-cultural background, level of education of readers, level of experience, and also the age of the readers.

As the recipients of the literary work, readers have a functions to interpret and add meanings to a literary work according to their own perception based on their experience and knowledge (Tyson, 2006). In addition, Bleich (2005) believe that a written statement can be treated as a way to discovered and determine the subjective factor influence the reader, such as perceptions and association that influence reader's reactions toward the literary text.

While literary text consist with a lot of enjoyment, it also consist with a lot of educational values. El Mubarok (2008) in his theory about educational values categorized educational values in a literary text into two groups. Values of being refer to a positive behavior of a character, such as honesty, bravery, peace, confidence, dicipline and

purity. Values of giving refer to something that human should give to other human as a means of act of kind. Values of being can be classified into six kinds, such as loyalty, respect, love and unselfish.

Educational values can be found in all kinds of literary work including a novel. Novel are exist in various genres, which include realism and fantasy. A reader can choose about what they think is the most suitable for their own purposes. According to Steirig (1980), the primary function of fantasy is to provide an aesthetic experience and provide insights into one's self of others by creating characters who are like or different from the reader. It reveals the nature of reality sharply through contrast with the unreal. Fantasy is way to search for an eternal truth and a deeper reality. Fantasy can be a way to hone one's imagination and aspire to the world of poetry.

3. RESEARCH METHOD

The procedure of this study consisted with several steps, beginning with examining the novel and then assigning the readers, interviewing the readers, analyzing the results of the interview's data, and the last is to draw the conclusion of the related data. In conducting this study, the Researcher provided a list of relevant questions about the topic and then analyze the answers that have been obtained using qualitative methods. The Researcher in this study also used the combination of a descriptive narrative and receptional approach to analyze the educational values and readers' responses toward the novel by using the theory of El Mubarak (2008). In extending the data of this study, the Researcher used in-depth interviews to gain data from the subject.

The primary data of this study is "The Hobbit " novel and also five students from Makassar State University who have read the novel. All of the respondents are from the 5th semester. The chosen purpose of these five students was simply because the Researcher considered the data should be homogenous, which means all five respondents have the same interest as the Researcher in reading a fantasy novel. The Researcher also used several sources as secondary data to support the findings of the study. The secondary data were obtained through articles, other books, and some previous study that are related with educational values and the study of reception.

4. FINDINGS

After conducted an interview to all 5 readers, the researcher found that all 5 readers have different interpretation and responses toward educational values that existed in the novel. In simple, subject A refer to the first reader, subject B refer to the second reader, subject C refer to the third reader, subject D refer to the forth reader, and subject E refer to the fifth reader. Based on that, educational values on "The Hobbit" novel can be sum up into several points below:

4.1 The Loyalty and Commitment toward Goal

In the novel of The Hobbit by J.R.R. Tolkien, loyalty is the most basic value that is offered by the novel to the reader. According to El Mubarak (2008) loyalty is one of value of giving. This value could be seen in most parts of the novel which can be easily understood by the reader. The value of Loyalty can be described from most of data that the Researcher found on the interview process, such as Data A2, B1, B2, C2, D3.

Data A2: *"One example of the value of teamwork in this novel is the ability of the dwarves to overcome all kinds of challenges, such as crossing dangerous mountain passes and escaping from goblin attacks. Each contributes their own skills to the group effort."*

Data A2 shows reader's subjective evaluation towards educational messages that happened on the novel. In her understanding she described that there was an existence of value of teamwork emerged from loyalty on The Hobbit novel, which portrayed in the form where every person (Bilbo and Dwarves) on the company contributed their skill for the purpose to overcome every obstacles that they were faced along their journey.

On the data A2, reader (R1) could be concluded using her passive reaction toward the educational values existed on the novel, in which she only described her understanding on the value of teamwork that happened on the novel. Based on the data, reader (R1) expressed the passive reaction from theory of Junus (1985), which the passive responds referred towards reader understanding about the messages contained in the literary work. In addition, as stated by Bleich (2005), the particular reason for this passive reaction by reader (R1) toward the novel was also affected by the way of how the messages were portrayed in the novel. The teamwork value which already described by the reader (R1) was actually emerged from the value of loyalty, where it shown on the novel that Bilbo as the main character and dwarves tends to work together using their respective skills to escape dangers and obstacles along their journey.

Data B1: <i>“There are a lot! From the novel that you have given to me, I could find most values actually. The one that I’ve found the most is the values loyalty.”</i>	Reader (R2) stated that the educational values depicted in The Hobbit novel can be seen with the existence of the values of loyalty, respect, and bravery. Loyalty and respect are part of the values of giving while bravery is part of the values of being.
Data B2: <i>“I would say, you could be loyal to your friend and your family, to be loyal means, simply just being faithful you know, just trust them. it just commitment and their obligations to them of what you are to them and what they meant to you.”</i>	The Reader (R2) subjectively explained that the value of loyalty depicted in The Hobbit novel strongly has connection with commitment and trust toward friends. In addition, the statement of reader (R2) was socially based on his personal experience related with loyalty.

In the next data as what can be seen from the data B1 and B2, it could be concluded that reader (R1) and reader (R2) are both agree that the value of loyalty existed in the novel. However, both reader (R1) and reader (R2) have their respective opinion on the way of how this educational values conveyed by the novel. In regards with Bleich (2005) theory about subjective factor of reader perception, this shows that reader can be agree on the same thing but they also have their own subjective opinion on how the thing delivered based on the literary text. Reader (R2) was more emphasized his opinion on his personal experience, this can be shown on where he brought about friends and family, which is something that he ever experienced about. Thus, in evaluating his statement based on the data Junus (1985) reader (R2) response can be categorized as an active respond.

Data C2: <i>“Yes I do very much agree on that. When you loyal to your friend you should tell them something honest. You need to tell them the truth and it include for your family as well. When you’re loyal to yourself, your friend, or your family you have to tell them the truth.”</i>	Reader (R3) agree that honesty has close relation with loyalty. In the data (C2) it could be seen that reader (R3) using her subjective view based on experiences that she ever implemented in her personal life. In regards with that, she stated that in order to be loyal to your companion we should be honest to the feeling.
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Reader (R3) was practiced active respond in data C2. The respond from reader (R3) about value of loyalty emerged from the messages that she understand from what she read on the Hobbit novel of where Bilbo and dwarves always honest with their feeling and ego along their journey. Reader (R4) also could be seen using a passive response. This can be seen when she only tried to explain her understanding of the value of loyalty portrayed by the novel. Therefore, it can be concluded that reader (R4) respond was just an passive respond.

4.2 The Value of Bravery in Making Decisions

According to El Mubarok (2008) bravery is categorized as value of being. Reader could find a a lots of bravery value that depicted on several part of the novel’s story. These depiction of bravery value can be found from the interview of processes, such as data A4, B1, B4, D6, E1, and E2.

Data A4: <i>“Bravery is shown by the main character who initially lacks courage, but he learns to overcome his fear in facing challenges. The most prominent bravery in the novel is also shown by Bilbo’s decision to join the dwarves, even though at first Bilbo faces many trials and dangers.”</i>	Data (A4) shows that reader (R1) evaluates her understanding about the bravery value, in which she explained the value of bravery could be seen from the main character, Bilbo who was initially coward becoming braver as he joined with the dwarves in their dangerous journey.
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On data (A4), it could be seen that the reader (R1) used a passive respond on the existence of bravery value on the novel. The passive respond from reader (R1) could be seen by how the reader (R1) only described the way she understood about the story without crediting any realization on her perception toward the bravery value. This actively demonstrates that reader (R1) is actually giving passive responds based on the theory of Junus (1985). In relation with that, the description of bravery value by reader (R1) also indicated a subjective analysis based on her perception towards the literary text presented by the story. Reader (R1) explained her perception on the bravery value by pointed out a part of the story of where Bilbo taking a risk to join the dwarves in their journey without knowing any dangerous things the he had to face along their journey.

Data B1: <i>“Alright I apologize so... also the bravery. If you read the book sorely enough. You will find that The Hobbit is a peaceful creature and they’re really know for their bravery you know. So, for the main character to actually manage to be brave on the adventure is actually a thing that you can learn.”</i>	Data (B1) shows that reader (R2) description of the educational values depicted in The Hobbit novel can be seen with the existence of the values of loyalty, respect, and bravery. Loyalty and respect are part of the values of giving while bravery is part of the values of being.
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The depiction bravery value also could be seen from the interpretation of reader (R2) on data (B1). On the data (B1) reader (R2) evaluated his personal experience on the bravery value which he mentioned about an anime that he once watched and connects it with the value of bravery that he understood from the Novel. The bravery value that explained by reader (R2) was basically considered to be an active respond, since the reader (R2) connecting his real personal experience toward the condition that been reflected by the novel. This generally indicating that reader (R1) and (R2) have different subjective perception on the matter to perceive the bravery value reflected by the novel. The bravery value that had been described by reader (R2) was more related toward experiences rather than just an understanding of the value. This respond was based on Junus (1985) theory about reception, that described reader realization on a literary text is considered to be an active respond. In other means, the respond from reader (R2) can be concluded as an active respond.

Data D6: <i>“A brave person has a high spirit in achieving something. Of course, the process of the journey never runs smoothly, so that even though this brave person failed in the middle of the journey or failed along the way because of his high enthusiasm and courage to take risks, he finally achieved one thing and achieved other things that he might not have at first. according to his expectations, but in the end he knew that oh this was the right outcome for him.”</i>	Data (D6) indicated reader’s (R4) evaluation on the bravery value conveyed by the novel, in which she stated about expectation and realization of the results of taking a risk. In regards with that, reader (R4) believes that taking a risk resulted on a better outcome.
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Bravery value was also mentioned on the data (D6), where the reader (R4) brought about a perception on expectation on taking risk, this perception might have a relation on her life experience. In addition, based on reader (R4) respond, Junus (1985) described that reader realization on literary text could be categorized as an active respond. Thus, reader (R4) personal perceptions can be categorized as active respond. Lastly, based on reader (R4)

realization, reader (R4) also supporting the idea of Bleich's (2005) theory about reader's subjective perception, in which reader's perception on literary text can be influenced by experiences and knowledge of the reader.

<p>Data E1: <i>"There's a lot actually, but I really like the bravery value of this story because you know it is change from Bilbo personality. At first he has a normal and peaceful life but then he met the dwarves and Gandalf and he then he joined the journey it then changed his life. At the end he does not even care about what other Hobbit think about him, he just enjoy his life."</i></p>	<p>Reader (R5) described her subjective perception on the kind of educational value that she found on the novel. It is stated that the most educational value that she found was about the value of bravery, in which the value of bravery depicted from the main character decisions to choose to join the dwarves in their dangerous journey.</p>
<p>Data E2: <i>"Yes, it is because not many character or even people in this world are brave enough to out from their comfort zone, but Bilbo even thou' he being forced to join their journey. He is like he found himself."</i></p>	<p>Reader (R5) described that the value of bravery resulted in positive impact for the main character, in which she stated that by taking a risk into becoming brave Bilbo finally found himself.</p>

The respond toward the value of bravery could also be seen on data (E1) and (E2). The data clearly described that reader (R5) was evaluates her personal experiences on the value bravery and its connection to the bravery value portray by the novel. based on data (E1) and (E2) the responses of reader (R5) can be categorized as an active response. As what is been stated by Junus (1985) that reader's realization on literary text is considered as an active respond. Furthermore, this realization is supporting the idea from Bleich's (2005) which described that reader's association to something can influenced her reactions and perceptions toward the literary text.

4.3 The Kindness and Companionship

The value of kindness is a value that is categorized as a value of giving. According to El Mubarak (2008) value of kindness has close relations with friendliness and companionship. In several parts of the story of "The Hobbit" novel, readers can find a lot of indication on the existence of kindness and companionship. In this study, it could be seen that the existence of value of friendliness and companionship can be traced from interview results, such as on data B3, D5, and E6.

<p>Data B3: <i>"Basically you can find a lot of respect they had, because in their companionship you can find a variety of races, like the wizard which is human, and also there's dwarves, and there is also the Hobbit. If we correlated this into our real world I would say that when it comes to respect its just a matter of understanding that we have with each other and we have to actually experience them before judging them. That's what I learnt from the novel, because when the first time I see it the dwarves seems like a bad guy, but after a while you can see the dwarves are actually values respect, so from there you learn to respect the dwarves."</i></p>	<p>The data B3 shows that Reader (R2) described that value of respect depicted by the novel by showing a variety of races into becoming a companionship. The Reader (R2) also think that value of respect that he perceived on the novel is about the matter understanding between each other and by the do not judging with one and another.</p>
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The perception of companionship value begins in data (B3), where readers (R3) described their perspective on respect between dwarves, Bilbo and Gandalf about their understanding toward each other regardless of their races.

This illustrates the existence of a strong companionship. In addition, the reader (R2) also responds to the B3 data based on the experience he had regarding the companionship mentioned on data B3. This can be seen by the reader (R2) by the use of the pronoun "we" as the way to explain his perception on the value of companionship reflected by the novel. Thus, the reader (R2) response from B3 should be considered as an active response. Based on Junus (1985), active response refers to the realization of the reader toward literary text.

The experience on B3 data is also seen to affect the reader (R2) in perceived value that is reflected by the novel. As we can see that the reader (R2) in his entire data B3 could be seen evaluating something by connecting his response about the value with his personal experience on the judgment of respect. Therefore, it could be concluded that the reader (R2) in his response is basically associated with experiences. In accordance to that, the response from reader (R2) is also supported by Bleich's theory (2005) which describes that reader tends to associate their personal experiences to their personal thought as a way to perceive a message in a literary work.

<p>Data D5: <i>"The key to the success of a novel is when we see how the story goes at the beginning, and at the beginning I see that at first it was Gandaf who invited Bilbo, then Bilbo who was initially hesitant, his friends whom he didn't know at first had come there, then had a meal together, but because he has friendly values, well because maybe from there Bilbo's heart was moved to join with his friends who at first they didn't know at all. From the start it can be seen that all of these dwarves are friendly people even though they are to new people, but they still show kindness and friendliness even to new people like Bilbo which makes Bilbo sure that these friends can be invited to work together in the success of his vision and mission like that."</i></p>	<p>Data (D5) shows reader (R4) understanding on the value of kindness by giving a personal thought on the kindness shown by the main character at the very beginning of the story. She described that the indication of this value could be seen by the humbleness and kindness of the main character in serving the dwarves as a guest even though they unexpectedly and rudely came without even giving a single clue.</p>
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The existence of kindness also can be identified on data D5 which is clearly shown by the reader's (R4) response on the kindness that she understands from the novel. The kindness as what has been referred to by reader (R4) could be seen by how the main character acted at the beginning of the story where Bilbo is shown to be humble and kind toward the dwarves that rudely came to his house. As what has been described by Junus (1985), reader's (R4) response on kindness value is very much referred to as a passive response since the reader is only shown to understand the value without involving any realization toward the value reflected on the novel.

<p>Data E6: <i>"I think its friendliness. I dont think people have to be kind with every people, but it teaches us to be friendly or to be kind. I think friendliness bring so much impact to Bilbo like it makes him understand and also knows other character like, Gandalf and dwarves."</i></p>	<p>Data E6 shows reader (R5) realization of the value of friendliness that is reflected by the novel. From data E6 it clearly shows that reader (R4) evaluates her realization by simply saying her personal thoughts about being kind to other people. Reader (R4) also stated that Bilbo did find himself a good impact in which become much more understanding toward his friend, such as he then knows the characteristics of dwarves and Gandalf along the journey.</p>
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Lastly, the relation of kindness and companionship value is also presented by data E6 from reader (R5). It could be concluded that on data E6, reader (R5) by associating the value of kindness with real life conditions on how to behave toward other people. This actively demonstrated that reader (R5) was using active response in describing the

value of kindness reflected by the novel. In regards with that, Junus (1985) stated that in doing active response the reader tends to make a realization towards the literary work.

5. CONCLUSIONS

Aside from the entertainment purpose offered by “The Hobbit” Novel, it also offered some educational values that could be used by some readers as the media for self-improvement. The idea to commit on something from the novel could be the example for reader to always become loyal and stay focus in their personal life's goal. Meanwhile, there is also the idea of taking a risk in making decisions that could be an example to encourage readers in trying to do something to get a positive result. Finally, the value of companionship from the novel could be the source for the readers to have respect and kinds to their friends and family.

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