

VALUE RECONSTRUCTION IN THE NOVEL “SASTRA POLITIK KAMPUS”: A QUALITATIVE STUDY OF POLITICAL, EDUCATIONAL, CULTURAL, AND SOCIAL LITERARY VALUES

(Rekonstruksi Nilai dalam Novel Sastra Politik Kampus: Studi Kualitatif atas Nilai Politik, Pendidikan, Budaya, dan Sosial)

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Abstract: *This study aims to examine and explore the values contained in the novel Sastra Politik Kampus by Harmita Sari. Using a qualitative descriptive approach and content analysis techniques, this study focuses on four domains of value: political literary, educational, cultural, and social. The findings show that the novel portrays the campus world as a miniature country, where the dynamics of campus politics reflect power relations, ideologies, and intrigues that also occur in the national politics. Cultural and social values are present through local wisdom, human relations, and a critical attitude towards the social structure of the campus and society. This research confirms the position of literature as a reflective medium that is not only aesthetic, but also educative and transformational.*

Keywords: *Campus Novels; Culture; Education; Political Literature; Qualitative Research; Social Values*

A. INTRODUCTION

Literature is not merely a medium for aesthetic expression; it also serves as a reflective mirror of the social, political, and cultural realities within society (Damono, 2019). In this context, campus literary works emerge as a space representing the dynamics of academic life, which often becomes a microcosm of the nation's realities. Campus political literature, as a developing subgenre, plays a significant role in unveiling the politics of power, bureaucratic hegemony, and ideological battles that occur within higher education institutions (Foulcher, 1990; Faruk, 2020). Harmita Sari's (2025) novel *Campus Political Literature* portrays the political dynamics on campus, rife with intrigue, power struggles, and resistance against a repressive bureaucratic structure. Through characters such as Wahid, Permata, and Akil Idris, readers are presented with a critical narrative of campus political practices that closely resemble national politics. The campus in this novel is depicted as a “miniature state,” where there is a clash between student idealism and bureaucratic interests, as well as systematic preservation and inheritance of power.

This study aimed to identify and reconstruct the values contained in the novel *Sastra Politik Kampus*, focusing on four main domains: political literary values, educational values, cultural values, and social values. This study is important because it demonstrates that literary works serve not only as entertainment but also as tools for social critique and media for educational transformation. Moreover, novels provide a learning space for

strong values of democracy, ethics, and literacy awareness, both within the campus environment and in broader society (Wellek & Warren, 1989; Teeuw, 1984). Methodologically, this study employed a qualitative descriptive approach with content analysis techniques. This approach enables researchers to explore the meanings and values implied in the narrative structure and dialogue among the characters. Initial findings indicate that *Sastra Politik Kampus* successfully presents the complex and problematic realities of campus life, particularly in the context of power, critical education, shifts in organizational culture, and social relations between individuals and groups (Miles & Huberman, 1994; Moleong, 2018). Based on this background, the research questions in this study are as follows:

1. How are the values of Campus Political Literature represented in Campus Political Literature?
2. What educational values are reflected in the characters and storylines of this novel?
3. How do these novels represent cultural values, including local wisdom and social norms?
4. What are the forms of social values that appear in the relationships between the characters and the social dynamics of the campus?

Thus, this research not only enriches the treasures of campus literary studies but also makes an important contribution to the development of students' political literacy and character education in the academic environment. This study affirms that literature has the power to educate, raise awareness, and drive sustainable social change. In particular, this research makes a theoretical contribution to the study of contextual literature in Indonesia, expands the space for discussion on the politics of higher education in fiction, and offers empirical references for educators, writers, and policymakers to understand the role of literacy in shaping the critical consciousness of the younger generation.

B. LITERATURE REVIEW

1. Campus Political Literature as a Representation of Power and Ideology

Political literature in the campus context reflects the practices of power, ideology, and domination that occur in the academic world. The campus, as described in the novel *Campus Political Literature*, plays the role of a "miniature state" where political intrigue, bureaucratic co-optation, and power struggles occur. This is in line with Rachmah's (2021) opinion, who states that campus politics in literary works is a symbol of socio-political dynamics in the real world. According to Hakim and Sari (2022), in the context of contemporary Indonesian literature, works that raise the theme of campus politics can be a means of forming ideological awareness in the younger generation. Literature is a tool of resistance to authoritarian practices in the world of education, as well as a safe space for students to articulate their aspirations and criticisms of the system.

2. The Value of Education: A Reflection on Academic Idealism

The value of education in literary works is not only represented as a formal learning process but also as a process of struggle to achieve academic truth and justice. In this novel, education appears as a tool of emancipation, as emphasized by Sudrajat and Prasetyo (2023), who argue that critical education must strengthen ethical awareness and the courage to act in the face of an unjust system. The characterizations of Wahid and Permata show how education cannot be separated from academic integrity and morality. This is in accordance with Syamsuddin (2020), who said that the value of education in campus literature is closely related to the formation of students' character as intellectuals with integrity.

3. Cultural Values: Locality and Academic Wisdom

In this novel, cultural values are present through the use of localities (Pajung City, Surya Campus), which are thick with traditional nuances and Bugis values such as *siri' na pacce* (self-esteem and solidarity). According to Salim and Nur (2023), local literature plays an important role in maintaining cultural identity amidst campus globalization and educational modernization. These cultural values form the basis of social ethics and the collective consciousness of the characters in the novel. The ideal academic culture is one that is inseparable from the roots of the local culture (Sari et al., 2021; Wahyuni, 2021). In this context, campus literature can be a medium for strengthening the literacy culture and forming professional ethics in the university environment.

4. Social Values: Solidarity, Conflict, and the Tension of Social Relations

Social values in the novel are seen through solidarity between student figures, organizational conflicts, and the relationship between bureaucracy and the academic community. This phenomenon reflects the theories of social conflict proposed by contemporary sociologists. Haris and Utami (2022) show that conflicts in student organizations are often not only about ideology but also about existence, access to resources, and social legitimacy. In addition, this novel depicts the power relationship between lecturers and students, as well as the fragmentation of solidarity due to pragmatic interests. According to Nurfadillah (2024), literary works that raise campus social dynamics can be a reflection and criticism of the decline in the value of mutual cooperation and collectivism in modern academic life.

C. METHOD

1. Approaches and Types of Research

This research uses a descriptive qualitative approach, which aims to understand and interpret the meaning of social phenomena represented through literary works (Creswell & Poth, 2018). This type of research is exploratory and interpretive, where the researcher seeks to uncover, explain, and reconstruct the values contained in the novel *Campus Political Literature* through a critical and systematic reading of the literary text. To maintain the validity of the data (validity and reliability in qualitative terms), source and

theory triangulation techniques were used (Patton, 2002). In addition, the interpretation was carried out reflexively by referring to the theoretical framework and context of novel writing.

2. Data Source

The main data in this study is the novel *Campus Political Literature* by Harmita Sari (2025), which serves as a source of text for the in-depth analysis. Supporting data are in the form of theoretical literature, scientific journals, literary study books, and articles relevant to the concept of political, educational, cultural, and social literary values studied in this study. These sources were used to support the interpretation of the primary data and enrich the analysis.

3. Data Collection Techniques

Data collection was conducted by studying the documentation of novel texts and supporting literature. Each part of the novel that contains a representation of political, educational, cultural, and social values is recorded, classified, and analyzed using close reading techniques and thematic marking. According to Miles and Huberman (1994), in qualitative research, data can be collected through documents, notes, and narratives that are systematically analyzed. Therefore, the data collection process was carried out in stages through deep reading and initial coding based on emerging themes.

4. Data Analysis Techniques

The data analysis technique used is content analysis, which is oriented toward meaning (Krippendorff, 2018). The analysis process includes several stages, namely data reduction: selecting and classifying the parts of the novel text that are relevant to the problem formulation. Data display: Important quotes and narratives containing political, educational, cultural, and social literary values were compiled into a table or thematic description format. Drawing conclusions: Summarizing the patterns, meanings, and relationships between the values found in the text to answer the research question. The entire analysis process was carried out interpretively by considering the social, ideological, and cultural contexts of the literary work. The validity of the data is strengthened by the triangulation of theories and references from various relevant academic literature.

D. FINDINGS AND DISCUSSION

This study aims to uncover and reconstruct the values of political, educational, cultural, and social literature in the novel *Campus Political Literature* by Harmita Sari. Through a systematic content analysis, it was found that this novel not only presents a fictional story but also contains a critical representation of campus reality that reflects the social and political life of the community. The following is a presentation of the results based on the formulation of the problem:

1. Representation of Campus Political Literary Values

Campus Political Literature novels display campus political dynamics that represent power relations, ideological dominance, and oligarchic practices in the world of higher education. The campus is described as an arena of battle of discourse and interests, where student actors, lecturers, and campus bureaucrats compete with each other in a power structure that is not much different from that of national politics.

Data 1: *"Power on this campus is like a throne of inheritance, handed over from one group to another, but it remains in the same circle of power."* (Campus Political Literature, p. 33).

This statement describes the campus power system as being oligarchic and undemocratic. The campus is positioned as a hegemonic space where the old ruler passes power to his loyalist group. This situation reflects Gramsci's (1971) concept of hegemony, in which leadership is not earned openly and participalistically but is maintained through a false consensus formed by the campus elite.

Data 2: *"The campus senate meeting is just a theatrical stage, the student voice is nothing more than a complement."* (Campus Political Literature, p. 58).

This shows the existence of pseudo-democratic practices in campus senate systems. Although students are given a formal space to voice their opinions, their voices are ignored. This indicates that student participation is only symbolic, not substantial, and the campus does not provide critical space for opposition. This novel indirectly criticizes the higher education order, which reproduces an oppressive power structure.

2. The Value of Education: Between Idealism and Bureaucracy

This novel also describes how educational values are corrupted by bureaucratic interests in the Philippines. However, on the other hand, there are also student and lecturer figures who struggle to maintain the idealism of education as a tool of liberation and enlightenment.

Data 3: *"Permata always reminds Wahid, the lecture is not only about getting a high GPA, but also about defending the truth even though it is against the lecturer himself."* (Campus Political Literature, p. 75).

The value of education in this quote is emphasized as a moral struggle and courageous act of voicing the truth. Permata Figures encourage education based on ethical courage and social responsibility. This is in line with Freire's (1970) view that true education is an education that liberates, not oppresses; which teaches critical thinking, not blind obedience.

Data 4: *"We learn from the classroom, but we also learn from the streets. We learn theory from lecturers, but we understand reality through demonstrations."* (Campus Political Literature, p. 121).

This quote illustrates that formal education in the classroom is insufficient without a contextual understanding of social reality. Students experience intellectual transformation through hands-on practice in the field, especially in social movements and in advocacy. Education here is not just the accumulation of knowledge, but also actions (praxis) that bring about change (Salam, Sari, & Firman, 2025; Sudrajat & Prasetyo, 2023).

3. Cultural Values: Locality and Academic Identity

One of the novel's strengths is its success in elevating local cultural values as the foundation of academic integrity. Bugis culture, like the value of siri' na pacce, is used by the main characters as a moral basis for their actions.

Data 5: *"We are Pajung people, we have a series'. If we remain silent about injustice, we have lost our identity."* (Campus Political Literature, p. 91).

The value of siri' as a symbol of honor and courage is the main driver of rejecting injustice on campus. This novel shows that local identity is not an obstacle to modernity but rather a source of value for building an ethical academic character. This is in line with the study of Salim and Nur (2023) on the revitalization of local values in higher education, which is beginning to be eroded by modern rationality.

Data 6: *"Akil Idris may be harsh, but he holds fast to the custom: leaders must be fair and not greedy."* (Campus Political Literature, p. 103)

The cultural values of Akil Idris's character show a synthesis between traditional leadership and institutional roles. In the campus world, traditional values are a moral compass for managing power. This reinforces the idea that character education based on local culture is important to counter the dominance of power pragmatism.

4. Social Values: Solidarity and Fragmentation in the Student Movement

This novel presents the social dynamics between students and campus organizations, with tension and idealism. Solidarity, conflict, and loyalty are part of the social struggle of the characters.

Data 7: *"We are one organization, but we are also a family. When Wahid was arrested, we couldn't stay silent."* (Campus Political Literature, p. 130)

Social solidarity is a collective force that transcends organizational structure. Student figures show that family values and ideological loyalty are the foundations for maintaining a common struggle. This is in accordance with Durkheim's (2006) view of mechanical solidarity in a community of homogeneous values.

Data 8: "We must learn from the past. This organization is destroyed because we are suspicious of each other, not because of enemies outside." (Campus Political Literature, p. 145)

This quote highlights the rift in internal solidarity caused by the lack of trust. This novel provides a social reflection that the threat to the student movement does not always come from outside but from the fragmentation of values and internal egoism. This contains criticism of the organizational culture that fails to build collective ethical behavior. These findings show that Campus Political Literature is not just fiction but also a socio-political document that reflects the reality of the campus as a mirror of society. This novel succeeds in integrating the values of critical literacy with local wisdom and ethical education, oriented towards social change. The following is a table of 1 grade categories in Campus Political Literature Novels

Table 1. Categories of Values in Campus Political Literature Novels

No.	Grade Categories	Data Citation	Pages	Brief Interpretation
1	Campus Politics	"Power on this campus is like a throne of inheritance..."	33	The power structure of the campus is oligarchic and inherited in elite circles; criticizing pseudo-democracy.
2	Campus Politics	"The campus senate meeting is just a stage for a theatrical event..."	58	Student participation is only symbolic; The campus senate is not substantially democratic.
3	Emancipatory Education	"Teaching is not only about getting a high GPA, but also about defending the truth..."	75	Education is emphasized as a means of moral struggle and courage; support critical and ethical education.
4	Contextual Education	"We learn from the classroom, but we also learn from the streets..."	121	Education is not only formal, but must also be integrated with social reality; Learning through action and hands-on experience.
5	Local Culture (*Siri*)	"We are Pajung people, we have a *siri*... If we remain silent against injustice..."	91	The value of *siri* becomes a basic ethics in fighting injustice; Local culture is used as a moral foundation.
6	Culture & Leadership	"Akil Idris upholds the custom: leaders must be fair and not greedy."	103	The value of leadership in Bugis culture is used as a benchmark for the behavior of campus leaders; Local culture gives ethical direction.
7	Student Solidarity	"We are one organization, but we are also one family. When Wahid was arrested..."	130	Student solidarity is displayed as a form of collective strength; show family values and ideological loyalty.
8	Social Reflection	"This organization is destroyed because we are suspicious of each other, not because of enemies outside."	145	Criticism of internal student conflicts that weaken the movement; emphasizing the importance of trust and ethics in the academic community.

This research reveals that the novel Campus Political Literature not only presents fictional stories set in the campus world, but is also full of political, educational, cultural, and social meanings. The political value in this novel reflects Gramsci's view that power works not only through the coercive structure of the state but also through educational and cultural institutions that create hegemony (Rachmah, 2021; Foulcher, 1990). The campus in the novel becomes an arena for the battle of discourse and power that is not much different from the practice of national politics itself. The value of education in the novel represents

education as a liberating process. This is in accordance with Freire's concept of critical pedagogy, where education is not just a process of knowledge transfer, but a conscious action to free human beings from structural injustice (Sudrajat & Prasetyo, 2023).

In terms of cultural values, this novel raises local Bugis wisdom, such as *siri' na pacce*, as a basic value in facing injustice and regulating leadership. As revealed by Salim and Nur (2023), locality has a strategic role in shaping social ethics and educational character relevant to the Indonesian context. The social values that appear in the novel show the importance of solidarity, ideological loyalty, and reflection on the internal conflicts of student organizations. Haris and Utami (2022) show that many student movements fail not because of external pressure but because of the cracking of internal collective values.

E. CONCLUSION

The oligarchic values of campus politics in the novel strengthen the criticism of the reproduction of power in educational institutions (Rachmah, 2021). Education in the novel follows the flow of critical education that builds students' ethical awareness and moral courage (Sari, et al., 2021; Sudrajat & Prasetyo, 2023). The values of the local Bugis culture provide strong moral ethics in leadership and resistance to injustice (Salim & Nur, 2023). Social values, such as solidarity and internal conflicts of student organizations, show the complexity of collective struggles on campus (Haris & Utami, 2022).

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