

Abstract

Andrea Hirata's acclaimed novel *Ayah* has achieved best-seller status, praised for its profound exploration of character education values, particularly through its central character, Sobari. This research rigorously analyzes the novel's portrayal of value-based character education, employing Zubaedi's (2013) theoretical framework. Through qualitative descriptive analysis, data are systematically collected from the novel to unveil nuanced layers of moral and ethical dimensions. This approach ensures a comprehensive understanding of the moral fabric woven into the storyline. The examination reveals fifteen distinct values, including moral awareness, understanding of moral values, perspective-taking, moral thinking, decision-making, self-knowledge, conscience, self-esteem, empathy, appreciation for goodness, self-control, humility, competence, desires, and habits. These values are vividly reflected, contributing to the overarching theme of character development. The exploration delves into how characters, notably Sobari, embody and navigate these values. The narrative acts as a captivating tapestry for readers to explore multifaceted aspects of character education, transcending conventional storytelling boundaries. In essence, this research not only highlights specific character education values in the novel, *Ayah* but also underscores the novel's broader contribution to the character development discourse in literature. The thematic richness of moral awareness, empathy, and decision-making attests to the enduring relevance of character education, prompting readers to engage in a thoughtful exploration of human values within the intricate realms of fiction.

Keywords: empathy; humility; moral values; moral awareness; moral thinking, self-esteem