

MORAL AND EDUCATIONAL VALUES IN THE NOVEL “THREE CUPS OF TEA” BY GREG MORTENSON

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Abstract: The purpose of the research is to find out: 1) the moral values contained in the true story of Greg Mortenson. 2) Educational values provided by Greg Mortenson. The research method used in this study is qualitative with a structural approach. The study results are: 1) The moral values in the novel *Three Cups of Tea* by Greg Mortenson and David Oliver Relin are caring 26.9%, friendly 15.4%, helpful 11.5%, brave 11.5%, hardworking 19.2%, and optimistic 15.4%. The most moral value in the data is caring with 7 data or 26.9%. 2) The educational values contained in the novel *Three Cups of Tea* by Greg Mortenson and David Oliver Relin are attitudes toward the world of education amounting to 28.6% and the struggle to establish schools 71.4%. The most data found in the struggle to establish schools amounted to 71.4%.

Keywords: moral values, educational values, content analysis

Introduction

Every human being cannot separate themselves from their surroundings. Humans constantly interact with each other concerning the information and knowledge learned. Interaction among them must have the principle of “give and take” to live in harmony and balance. Humans need helpful information for them: information that can inspire them to live better, be useful for others, and behave positively within the community. People need to do in their lives to have good morals and attitudes. People can learn about morals and attitudes from information around them. One way of gaining valuable information is by reading.

Reading is one of the pastime activities that can increase our knowledge and information. People who realize the benefit of reading would love the activity, especially reading literary works that give them the feeling of pleasure. Apart from that, literary works are full of values that can enrich people’s knowledge and give them different perspectives about life. Michael Wagner says that literary works have the “ability” to develop the readers’ moral vision through imagination. This awareness is developed not through theory or abstract but by stimulating the readers’ perception. Readers can participate in a representation in the context of the imaginary life. Many literary works familiar to the public, such as novels, drama, poetry, and others, have exciting topics to read, discuss, and analyze. As for the novel, this literary work can positively and negatively impact its readers. Many moral messages can be picked from a novel, and the public has to distinguish between good or wrong messages contained in them.

Novels are complex artwork and unique communication media whose influence can reach all social segments. The novel is not only a great entertainment medium, but it also provides a sense of presence and closeness to a world that is incomparable with other places, an unimaginable world. Novels can provide intense feelings and involve people directly and with the world “out there” and in the lives of others. Novels are also a form of entertaining modern art. Novels are no longer seen as entertainment that only presents ancient stories and has become an effective reading medium because novels can present various moral, humanitarian, social, political, economic, or cultural messages. Therefore, this will cause the reader to be carried away in its storyline.

In general, public conception, novels are just a medium of entertainment for the audience, but in reality, novels are not just a work of art that can then be enjoyed together; novels can be seen as a colonial building of the community in which the novel’s story was created. The novel can also describe the nation’s character and dignity while providing benefits and broad fun for the audience. Reading novels takes readers out of



their daily lives and feel like they are in a different world. Readers sink into the lives of fictional characters, and their minds begin to develop opinions about historical events in the novel and continue to be captivated by the plot in the story. The novel binds the reader emotionally and has excellent power in aesthetics. Some people criticize the novel as boring, but some praise it as an imaginative art form that allows people to be aware of their dreams and fantasies.

The novel as an entertainment medium has an important role, namely as a tool to channel messages to its readers. The message can bring both positive and negative impacts. Many people can “catch” a novel’s message easily, but many also have difficulty in this regard—moreover, many read-only with the intention of mere entertainment. Many criticize people who analyze the novel because they think this is a pointless activity that cannot be enjoyed. This is not wrong because everyone has the right to determine how he will process a novel, like one of them, by enjoying a novel without too seriously thinking about the meaning of the message behind it. However, it is wrong to say that by analyzing a novel, one cannot enjoy the novel itself.

In developing literary works, novels as a combination of knowledge and art are classified as literary works. The novel can reflect the culture of a nation and influence the culture itself. Aside from being a source of popular reading, novels also become a medium for educating and providing doctrine to the public—the novel functions as a historical or cultural process of a society presented in written form. The novel also functions as a medium of information. Aside from being an information media, novels are also social documents. Through the novel, the reader can see clearly what is happening amid certain societies at certain times.

Making a novel is not easy and not as short as reading it. It requires a very long time and process because it requires the thinking process and the technical process. The thinking process is developing ideas and stories that will be worked on later, while the technical process is in the form of artistic skills to turn ideas into a novel that is ready to read. The search for ideas can come from anywhere.

A good novel will come from the results of thought and mature work. However, today the development of good novels and good readers is not in line. What is meant by a good reader in this thesis is a reader who, when reading both at home or in the library, is not just reading, but examines well the contents of the novel and can take positive values in the novel so that it can influence and be a lesson of life. However, in reality, that does not work as above; sometimes, lovers of novels are more likely to read without understanding the core message the novel conveys. Our distracted attention can cause this due to the mood, the environment around where we read a novel, and others. In fact, behind all of that, in determining the cast, the flow, the setting, the character, and others do not depart from careless decisions but from a thinking process that is very mature and has a specific purpose and message. So this then becomes another challenge for connoisseurs of novels in order to be able to sort out which novels are easy to read and which novels are not easy to read.

The character and moral messages are a message that contains teachings, discourses, standards, a collection of rules and regulations, oral and written, about how humans must live and act so that they become good human beings. The direct source of character and moral teachings are various people in positions of authority, such as parents, community leaders, and wise men. The sources of the teachings are traditions and certain customs, religious teachings, or ideologies.

In this study, the writer decided to discuss a literary work in a novel titled “Three Cups of Tea,” which has an exciting topic. This novel tells about a man’s struggle to build a school in North Pakistan. Because education is essential, it is fascinating to explore more about the role of education in our lives. We need education because it is a crucial tool to achieve our goals in our lives. The research published in the journal Institute of Education states that education in the broadest sense is any action or experience that has a formative effect on a person’s mind, character, or physical abilities. In its technical meaning, education is vital as a process in which society deliberately transmits the accumulation of knowledge, skills, and values from one generation to another. (<http://www.wikipedia.education journal.com>)

We can develop our skills, abilities, and knowledge by having a good education. Education is effective if people get it since they are young. However, we can see that not all children today can get the excellent education they need. Many poor children cannot get proper education for various reasons, including the lack of educational facilities or economic factors of families who cannot get a good education. It sounds ironic when we know that children entitled to education at a young age cannot get the education they need. Such grieving situations occur in the village of Korphe, North Pakistan, where the novel’s setting mainly occurs.



Children in Korphe do not have a good education. They do not have a school as a place to study. However, the children in Korphe have a solid motivation to learn to gain more knowledge.

Greg Mortenson lost his way in Korphe when he failed to climb the second-highest mountain in the world after the Himalayas saw this situation. He was very concerned with education there; therefore, he tried to solve the problem by setting a humanitarian mission by building several schools there. Three cups of tea is a true story by Greg Mortenson. His story became an inspiration for many people. Many people believe that one person can change the world with his humanitarian mission in promoting peace through education. They usually study on cold ground without a teacher. Greg Mortenson is a nurse who is also an avid mountaineer. Greg Mortenson had climbed mountains since he was a child. He was born in Minnesota, but when he was three months old, he followed his parents to move to the continent's highest peak, the Mount Kilimanjaro region, Northern Tanzania. In this novel, Greg Mortenson changes his work from a nurse and mountaineer to a person who cares about humanity, namely as a director at CAI (Central Asia Institute).

The story in this novel began when the author attempted to pay homage to his dear sister Christa. Greg Mortenson, along with his friends, was trying to climb the second-highest mountain in the world, in the Karakoram Mountains range in North Pakistan. The problematic route made him fail in trying to climb the mountain. After a few days of losing his way, he arrived at Korphe, a small and remote village built on a shelf that jutted out of the canyon. He was welcomed by Haji Ali, the village head of Korphe, and the villagers treated him until he recovered. Feeling very comfortable with the Korphe community and admiring their hospitality, Greg wanted to reciprocate what they had done for him. He wanted to build a school there. Greg was anxious to see the condition and situation of the children in Korphe who could not have a good education and a place to study. At that time, Greg Mortenson's motivation was even more remarkable because he promised Haji Ali and the villagers in Korphe to return and work on solutions for this problem.

The author thinks that "Three cups of tea" is interesting to analyze because it shows how Greg Mortenson struggled to fulfill his promise and motivation to complete his mission. Moral values are a message that contains teachings, role models, morals, standards, ways of life filled with the tireless effort that can inspire people how humans must live and act to become human beings who are beneficial to others. The essence of life is revealed in the "Three Cups of Tea" novel. On this basis, the writer is interested in analyzing the novel with the title "Moral Values and Education in the Novel "Three Cups of Tea" by Greg Mortenson. Based on the background and identification of the problems above, the research problem formulation is as follows:

1. What moral values are contained in the true story of Greg Mortenson?
2. What educational values are given by Greg Mortenson?

Method

This research is included in library research, and to add to the treasury of knowledge, researchers also research books, articles, the internet, and relevant references. The technique used in this research is the literature method, namely research carried out in a library room where the research was done through books, articles, the internet, and relevant references. This research focuses on the novel "Three Cups of Tea" by Greg Mortenson and David Oliver Relin, published by Viking Penguin United States of America in 2006. The novel is divided into 23 chapters and 339 pages. The research sub-focus is the entire page of the novel that contains moral and educational values.

Techniques of Data Recording

- 1) Collecting data by reading its entirety and repeatedly of the Novel "Three Cups of Tea."
- 2) Determining the research title.
- 3) Copying the novel so that the conversations in the novel can be highlighted.
- 4) Making a synopsis & summarizing it into a brief explanation to be easily understood.
- 5) Examining word by word, sentence by sentence, paying attention to the main actors/figures about what they do.
- 6) Obtaining an overview of the aspects to be investigated, namely the type of the main character and two additional characters.
- 7) Looking for and reading theories that are used as reference material.
- 8) Analyzing Moral and Educational Values in the Novel "Three Cups of Tea" by Greg Mortenson.



9) Gathering the results of the analysis and putting them in a table.

The validity of the data was obtained from the writer’s decision to choose the novel *Three Cups of Tea* by Greg Mortenson and David Oliver Relin, namely:

- 1) Identifying the types of main characters in the *Three Cups of Tea* novel.
- 2) Classifying the characters into protagonist and antagonist in the *Three Cups of Tea* by Greg Mortenson and David Oliver Relin.
- 3) Classifying moral values in the novel *Three Cups of Tea* by Greg Mortenson and David Oliver Relin.
- 4) Interpreting the data.
- 5) Discussing the research results.
- 6) Drawing conclusions from the research.

Results and Discussion

This section describes the moral values in the novel *Three Cups of Tea* by Greg Mortenson. The theory used is Earle’s theory (2002: 34), “Moral is almost synonymous with ethics. Ethics and morals have meaning usage, character, personality, manners. Moral specifically talked in terms of right or wrong “. It means that Moral is almost identical to ethics. Ethics and morals have meanings of usage, character, personality, behavior. Morals specifically talk about right or wrong.

Table 1. Moral values in the novel *Three Cups of Tea* by Greg Mortenson

No	Moral Values	Amount of Data	Percentage
1	Caring	7	26.9
2	Friendly	4	15.4
3	Helpful	3	11.5
4	Brave	3	11.5
5	Hard-working	5	19.2
6	Optimistic	4	15,4
Total		26	100%

Table 2. Education Values Gathered from the Novel

No	Educational value	No of Data	Percentage
1	Attitudes toward the educational world	2	28.6
2	Struggle to build a school	5	71.4
Total		7	100%

This section describes the educational values in Greg Mortenson’s *Three Cups of Tea* Novel. The theory used is Mudyaharjo’s theory (2010: 11) which says that in broad definition, education is life. Education is all experiences that take place in all environments and throughout life. Education is all situations that affect individual growth—the narrow definition of education in school. Education is teaching activities that are held in schools as a formal institution.

Discussion of the Findings

Caring

Greg Mortenson has a younger sister named Christa, who is different from three other sisters. “Christa remained small and delicate-boned, and by the time she started school, it was apparent she differed profoundly from the rest of her family” (p. 37). Greg Mortenson cared for his sister with all his heart and feared losing his sister, Christa. For this reason, Greg Mortenson returned home for a year to spend time with his youngest sister. Greg Mortenson helped Christa find work in the bag factory, and he also helped her get on the St. Paul’s city bus until she could learn the route herself. When Christa started dating, Greg Mortenson asked a nurse to talk to Christa about sex education. Greg Mortenson paid much attention to Christa and made his presence meaningful in his sister’s eyes.

From a family background, Greg Mortenson cares for everyone. This was proven when he came to the village of Korphe. Greg Mortenson was concerned about this remote village, where he received hospitality from the villagers.

Greg Mortenson was concerned about this remote village, where he received hospitality from the villagers. “Korphe village was perched on a shelf eight hundred feet above the Braldu River, which clung impossibly to the side of the canyon wall like a rock climber’s sleeping platform bolted into the side of a sheer cliff” (p. 24). He says:

The people of Korphe had a hard life, but they also lived with a rare kind of purity. I knew the bridge would help them get to a hospital in hours instead of days and make it easier to sell their crops. Nevertheless, I could not help worrying about what is outside the world, coming in over the bridge, would do to Korphe (p. 112).

The story of Greg Mortenson above describes the small and isolated village of Korphe. Greg knew the bridge would be instrumental for Korphe villagers to make it easier to connect or communicate with people outside the village. Greg Mortenson also showed concern by distributing his possessions to the villagers of Korphe, who lacked the tools to maintain their daily lives.

Greg Mortenson began distributing all he had. Small valuable items like Nalgene bottles and flashlights were precious to the Balti, who trekked long distances to graze their animals in summer. He handed them out to the members of Haji Ali’s extended family. He gave Sakina his camping stove, capable of burning the kerosene found in Balti village (30).

Also, because Greg Mortenson is a nurse, he brought his medical equipment to Korphe. He spent more time climbing the steep road among Korphe’s houses. He cares about the villagers of Korphe by doing something he can meet the villagers’ needs. Greg Mortenson treated open wounds and wounds caused by spears and dried infected wounds using the antibiotic ointment.

He also fixed broken bones and did what he could with painkillers and antibiotics (p. 31).

When Haji Ali took Greg Mortenson to come and visit a school in Korphe, Greg Mortenson was shocked to see eighty-two children were studying on the frozen ground without a teacher.

Greg Mortenson says, “I felt like my heart was being torn out. There was a fierceness in their desire to learn, despite how mightily everything was stacked against them, that reminded me of Christa. I knew I had to do something” (p. 32). In addition, Greg Mortenson says to Haji Ali

I am going to build you a school, he said, not yet realizing that with those words, the path of his life had just detoured down another trail, a route far more serpentine and arduous than the wrong turns he had taken since treating from K2. I will build a school, Mortenson said, I promise (p. 33).

Those facts prove that Greg Mortenson is a caring person. He cares for his family and the villagers in Korphe. Greg Mortenson only thinks about himself but also about other people. He always gives his attention to people who need attention and love.

Friendly

As a foreigner in Northern Pakistan, Greg Mortenson can be described as friendly. His friendliness can be analyzed from his reaction to the situation. The author gives us a clue on someone’s personality by knowing how the person reacts to different situations and events (Murphy, p. 168).

When Greg Mortenson arrived in Kuardu, the origin of Changazi, he saw a dozen children looking at him. Then, Greg Mortenson walked towards the children and spoke.



“What are you?” the boy said shyly, extending his hand for Mortenson to shake. The boy’s hand disappeared in Mortenson’s grasp. “I am Greg. I am good, he said. “I am Greg. I am good,” all of the children repeated as one.

“No, I am Greg. What is your name?” he tried again.

“No, I am Greg. What is your name,” the children repeated, giggling.

Mortenson switched to Balti. “Min takpo Greg. Nga America in.”

(“My name is Greg. I come from America.”) “Kiri min takpo in?”

(“What is your name?”)

The children clapped their hands, gleeful at understanding the Angrezi. Mortenson shook their hand in turn as the children introduced themselves (94).

Greg Mortenson shows his friendliness by greeting the children in Kuardu village. He hopes he can have a good relationship with everyone in Pakistan. Because of this, he learned Balti, a language usually used in North Pakistan. The second time Greg Mortenson arrived in the village of Korphe, he arranged to build a school as soon as possible so that the children had a place to study. He got a place where the school would be built, but there were no buildings. Soon he wanted to meet Haji Ali to discuss the school that had not yet been built. Greg Mortenson met several villagers on his way back to Haji Ali’s house.

When he takes a little walk back to Haji Ali’s home, through a corridor of wheat sheaves waiting to be threshed, Mortenson stops every few yards to greet villagers who dropped their loads to welcome him back. Women, returning from the fields, bent forward to pour stalks of wheat out from the baskets they wore on their backs before returning to harvest another load with scythes (p. 139).

Although Greg was disappointed with Haji Ali because his school had not yet been built, he still greeted the villagers. That shows that Greg Mortenson is friendly. When climbing the top of K2, Greg had a porter named Mouzafer. Mouzafer helped Greg to find the route to K2. After a few years, they did not see each other, and he found Mouzafer in Korphe. Greg said:

“Yong china yot?” Mortenson said, concerned, offering the traditional Balti greeting. “How are you?” “I was fine that day, all thanks to Allah,” Mouzafer says, speaking a decade later in the soft cadences of an old person going deaf. “Just a little tired” (p. 147).

From the above conversation, Greg is warm to welcome his old friend, Mouzafer. Wherever Greg came from, he used everything he had learned in Baltistan and treated everyone with respect as he knew it.

Helpful

Greg Mortenson is very helpful, and it is shown when he is in the village of Korphe. There he began helping people build a school, care for sick villagers, and so on.

“My grandmother was very shocked when Doctor Greg went into her kitchen,” Jahan says. “But she already thought of him as her child, so she accepted it. Soon, her ideas changed, and she began to tease my grandfather that he should learn how to be more helpful like his American son” (p. 113).

Greg Mortenson was asked by Haji Ali to do something during the school construction process. Haji Ali felt that Greg Mortenson made the people who completed the school building infatuated with him during the construction process. Furthermore, its usefulness is demonstrated when he talks with Haji Ali.

Haji Ali reached up and laid his hand on Mortenson’s shoulder. “These mountains have been here a long time,” he said. “And so have we.” He reached for his brown lambswool topi, the only symbol of authority Korphe’s nurmadhar ever wore, and centered it on his silver hair. “You cannot tell the mountains what to do.” He said, with an air of gravity that transfixed Mortenson as much as the view. “You must learn to listen to them. So now I am asking you to listen to me. By the mercy of Almighty Allah, you have done much for my people, and we appreciate it. Nevertheless, now you must do one more thing for me.”

“Anything,” Mortenson said.

“Sit down. And shut your mouth,” Haji Ali said. “You’re making everyone crazy.”

“I followed him” (pp. 149-150)

Greg Mortenson said Haji Ali was willing to do what Haji Ali asked to help him. In addition, Greg Mortenson also helped the men complete the school building by doing what Haji Ali ordered. After finishing building a school in Korphe, Greg Mortenson plans to continue his work to build another school in the North Pakistan region

“Greg Mortenson explained that he planned to build many more schools for Pakistan’s most neglected children, and he would come to Waziristan to see if his service were wanted here” (p. 170). From



what he said, we know that Greg Mortenson had a great desire to help not only the Korphe people, but he came to other areas that needed his help.

Brave

In carrying out Greg Mortenson's mission to help people in North Pakistan, he dared to face anything that might arise. He discovered many things that were blocking his mission. In August 1996, the Taliban carried out an offensive in Jalalabad, a major city in Afghanistan. They consisted of thousands of bearded men who wore a turban and lined up before their eyes. Under these dire conditions, Greg Mortenson realized that it was impossible to find a new location to build a school. As a result, he had to stay in Peshawar for a while, waiting for improvement. The terrible conditions caused by the Taliban's decision also led to Greg Mortenson being kidnapped for eight days. During his abduction, he tried to escape, but he could not do so because guards closely watched him

He was in a spare, high ceiling room, ten feet wide and twenty long. A kerosene lantern burned on the sill of a single small window, shuttered from the outside. He turned toward the men who had brought him, telling himself not to panic, trying to marshal the presence of mind to produce some small pleasantries, anything to start trying to win their sympathy, and saw a heavy door clicking closed behind them.

From the statement above, it is known that Greg Mortenson was brave in dealing with the situation. He told himself not to be afraid and panicked when he was taken to a place where he would be taken, prisoner.

When Greg Mortenson was released from the abduction, he faced a new problem to his mission. A Chakpo Sheran made a new fatwa against Greg Mortenson's mission. Syed Abbas told Greg Mortenson about Chakpo's plans that he wanted to expel him from Pakistan because he feared Greg Mortenson would carry out his mission against Islam and destroy Islam

Greg says, "If you think I'm doing anything against Islam, tell me to leave Pakistan forever, and I will," Mortenson said (p. 193).

Greg Mortenson showed his courage; he would be ready to leave Pakistan if he carried out his mission against Islam. If proven that his mission to build schools in North Pakistan is contrary to Islam, Greg Mortenson is ready to accept the consequences. Knowing Greg Mortenson's perseverance, Syed Abbas told him to stay away from Chakpo and give him a letter showing his support for Greg Mortenson's mission. Back in America, Greg Mortenson was often asked by his fellow Americans. They were worried about Greg Mortenson, who traveled around various places in dangerous areas, and many terrorists

Greg Mortenson says, "If I die in Pakistan, it will be because of a traffic accident, not a bomb or bullet," he'd always tell them. "The real danger over there is on the road" (p. 81).

Greg Mortenson was determined to help people in North Pakistan under any circumstances. Therefore, he will dare to realize his mission despite many problems that befell him.

Hard Working

In his mission of building a school in Korphe, Greg Mortenson realized that he needed much money to build a school in North Pakistan. He does everything to collect the money he needs. Initially, he had the idea to write a letter and send it to all the wealthiest people in America

The typewriter was too small for Mortenson's hands. He kept hitting two keys at once, tearing out the letter, and starting over, which added to the cost of a dollar an hour to rent the old IBM Electric seemed reasonable. However, after five hours at downtown Berkeley's Khriana Copy Center, he had only finished four letters (p. 47).

Greg Mortenson continued to type the letter to ask people to donate their money. In his letter, he explained that he planned to build a school with five classrooms to educate 100 students to fifth grade, and he needed \$ 12,000. Greg Mortenson says, "It was not much to show for a full day's work, but at least he started somewhere. He'd get faster, he told himself. He would have to since he'd set himself a firm goal of five hundred letters" (p. 48).

We know that Greg Mortenson worked hard to ask for help from his thoughts. He writes to every US senator, Oprah Winfrey, public libraries, magazines, and pop culture entertainers. The target is to send 500 hundred letters. When he worked at UCSF Medical Center, he needed time to complete and send the letters. After six months, he had sent 580 letters, but he only got one answer. His hard work can also be analyzed through his speech. He wrote about building a school in Korphe: materials, construction, and other matters



relating to school buildings. Mortenson says, “I tried to be a tough but fair taskmaster,” Mortenson says. “I spent all day at the construction site, from sunrise to sunset, using my level to make sure the walls were even and my plumb line to check that they were standing straight” (p. 149).

Greg Mortenson showed his hard work by spending all night thinking about how to become a figure and build a school building. It is known that he worked hard through his speech. It took more than three years to complete its mission to build a school in Korphe.

In three years, he faced failure and delayed coming to Korphe to complete his promise. However, he got the money, and finally, he made his mission come true

He makes staff and army volunteers to help him improve Balti children (p. 191).

Greg Mortenson continued his work throughout the spring and summer. He did everything he could to complete his mission

Mortenson whirled around Baltistan like a dervish in a green Land Cruiser. He and his crew delivered bags of cement when the various construction sites fell short, drove Makhmal up the Braldu to adjust a set of ill-fitting roof beams at Pakhora, and buzzed over to the woodshop in Skardu to check on the progress of five hundred students’ desks he was having constructed (p. 192)

Finally, Greg Mortenson managed to build a school building through his hard work. In achieving his mission, he was not alone because his crew assisted him. He started raising money to build another school, returning to America. In addition, Greg Mortenson has plans to build schools in different areas.

Optimistic

Greg Mortenson’s optimistic attitude can be analyzed from his words and thoughts. Greg Mortenson is an optimistic person. That can be seen when he explains to Jean Hoerni how much money he needs to build a school and assures Jean Hoerni that he can build a school.

Greg says, “So. What, exactly, will your school cost?” Hoerni barked. Mortenson fed more quarters into the phone. “I met with an architect and a contractor in Skardu and priced out the materials,” Mortenson said. “I want it to have five rooms, four for classes, and one common room for...”

“A number!” Hoerni snapped.

“Twelve thousand dollars,” Mortenson said nervously, “but whatever you would like to contribute toward...”

“Is that all?” Hoerni asked, incredulous. “You’re not bullshitting? You can really build your school for twelve grand?”

“Yes, sir,” Mortenson said. He could hear his heartbeat in his ears. “I’m sure of it” (p. 55).

Greg Mortenson said to Jean Hoerni showed his optimism that he could build a school using Jean Hoerni’s money. He made sure that he could finish his work to build a school. When Greg Mortenson arrived at Korphe and met Haji Ali, he brought the school materials. Greg says,

“I bought everything we need to build the school,” he said in Balti, as he had been rehearsing. “All the wood, and cement and tools. It’s all in Skardu right now.” He looked at Changazi, who dipped a cookie in his tea, and flush with the moment, he felt affection even for him. “I came back to keep my promise,” Mortenson said, looking Haji Ali in the eye. “And I hope we can begin building it soon, Inshallah” (p 97).

Greg Mortenson says,

“Once you educate the boys, they tend to leave the villages and go search for work in cities,” Mortenson explains. “But the girls stay home, become leaders in the community, and pass on what they’ve learned. If you really want to change a culture, to empower women, improve basic hygiene and health care, and fight high rates of infant mortality, the answer is to educate girls” (p. 209).

Based on what Greg Mortenson said, we know he is an optimist. He is optimistic that making village improvements is through empowering women. By having an education, the girls in the village can apply what they have learned in their community.

Educational Values in the Novel Three Cups of Tea by Greg Mortenson and David Oliver Relin

Educational values include the attitudes of individuals in personal and social life. The value of education in personal life is the values used to carry out personal life, maintain something true, and interact. The value of education in social life is the value that guides each individual when behaving in public life.

Greg Mortenson’s Struggle to Build Schools



Starting from his promise after being rescued from death in the Karakoram Mountains, Greg Mortenson devoted his life to building schools on the Afghan border. Despite facing the challenges of funding, remote places, suspicion of warring tribes, death threats, Greg never backed away from his commitment to fulfilling the promise to build a school for the children of the people who had saved him.

Greg's motivation is also supported by his family, including Amira, her twelve-year-old daughter. Amira did not want to miss helping her special friends, children in the interior of Afghanistan and Pakistan. Amira, with her whole family, went directly to help education there. He toured the schools' collecting pennies for the "Pennies for Peace" program. He also composed and sang the song "Three Cups of Tea," all of his profits were donated to his friends. Regardless of national or religious boundaries, Amira and her father spread the spirit of brotherhood and love and brought about world peace with small but meaningful steps.

Greg Mortenson continued to type more letters to ask people to donate their money. In his letter, he explained that he planned to build a five-classroom school to educate 100 students to fifth grade, and he needed \$ 12,000. He started raising money to build another school, returning to America. Finally, Greg Mortenson managed to build a school building through his efforts and hard work. In achieving his mission, he was not alone because his crew assisted him. In addition, Greg Mortenson has plans to build schools in different areas.

"The work Mortenson is doing building schools is giving thousands of students what they need most—a balanced education and the tools to pull themselves out of poverty," Rashid says. "But we need many more like them. His schools are just a drop in the bucket when you look at the scale of the problem in Pakistan. Essentially, the state is failing its students on a massive scale and making them far too easy for the extremists who run many madrassas to recruit. (p. 244).

Conclusions

The purpose of the research is to find out: 1) Moral values that can be taken from the true story of Greg Mortenson. 2) Educational values provided by Greg Mortenson. The research method used in this study is qualitative with a structural approach. The results of the study are: 1) The moral values contained in the novel *Three Cups of Tea* by Greg Mortenson and David Oliver Relin include caring amounted to 26.9%, friendly amounted to 15.4%, helpful amounted 11.5%, brave amounted to 11.5%, hardworking amounted to 19.2%, and optimistic amounted to 15.4%. The most data found in moral values are caring. There are 7 data or 26.9%. The educational value contained in the novel *Three Cups of Tea* by Greg Mortenson and David Oliver Relin includes attitudes toward the world of education amounted to 28.6%, and the struggle to establish schools amounted to 71.4%. The most data found in the struggle to establish schools, amounting to 71.4%.

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