

MOTIVE AND CHARACTER EDUCATIONAL VALUES IN NOVEL “THE INVENTION OF HUGO CABRET” BY BRIAN SELZNICK

Yatmi ¹,

Universitas Indraprasta PGRI, Jakarta

e-mail: yatmiharso@gmail.com ¹

Abstract: This is a descriptive qualitative research that uses a psychological approach. The data source of this research is the novel *The Invention of Hugo Cabret* by Brian Selznick, publisher of Scholastic Press, New York (original version) in 2007, *Mizan Fantasi* (Indonesian version) in 2012. The research data are in the form of words, phrases and sentences that related with the main character's motives and the character education values in the novel. Data obtained by reading and note taking techniques. This objective of this study to analyze the existence of the main character's action motives and the value of character education in the novel *The Invention of Hugo Cabret* by Brian Selznick. The results of the analysis obtained the following conclusions: 1. Hugo's motives as the main character there are 20 quotes, namely as follows: a) motives for physical needs there are 3 quotations, b) motives for security and safety needs are 4 quotations, c) motives for trust and compassion consist from 5 quotations, d) the motive for self-esteem needs there are 3 quotations, e). The motives for self-actualization needs are 6 quotations. The prominent action motive is the motive for self-actualization needs. 2. The value of character education contained in Brian's novel *The Invention of Hugo Cabret*, consisting of; a) religious 2 quotes, b) honest 4 quotes, c) discipline 3 quotes, d) hard work 7 quotes, e) creative 2 quotes, f) independent 1 quote, g) curiosity 4 quotes, h) appreciate achievement 2 quotes, i) friends 3 quotes, j) peace love 1 quote, k) likes to read 2 quotes, l) social care 4 quotes, m) responsibility 2 quotes.

Key Words: motive; psychology literature; character education values; novel

Introduction

Humans, as God's people, are born and equipped with creativity, feeling, and intention. Creativity, taste, and desire are what make humans have creativity, beauty values and will in themselves. This also causes a person to be able to pour the things he has experienced into a literary work. Humans create a literary work through their experiences, thoughts, feelings, ideas, enthusiasm, and imagination in the form of concrete depictions that can evoke beauty, with the median language as a means of communication between human beings and humans.

Novels are literary works that present social situations, social conflicts, involve various characters, various complex conflicts and so on that describe a person's life. A person's life is usually from personal experiences that occur in the past. Novels have a more complete depiction of characters than more detailed explanations imaginatively. A series of novel stories has a complex series of events, problems, and characterizations.

Humans as a social society have their own behavior or behavior in everyday life to interact with others, so it can be said that humans are creatures who have various behaviors. In his book *Social Psychology*, Gerungan (2004: 140) explains that all human behavior essentially has a motive. This motive creates the diversity of one's behavior to react to something. From a motive it can be seen the reason for a person's actions. The characters, settings and problems that are the same as those in the real world that we can get in literary works can be the reasons why people like to read literary works. From a literary work,

we can also draw important lessons that the author was trying to convey. From these lessons we can better understand and understand other people, we can also use them as a reference in solving a problem in real life.

In this study, the researcher chose the novel as material for his thesis study. Researchers have several reasons for choosing Brian Selznick's novel *The Invention of Hugo Cabret* as research material, including; first, this novel is very unique, because it consists of 60% illustrations and the rest is text. A fantasy filled story. Setting the city of Paris in 1931. Second, the depiction of a character that is quite interesting, the persistence of Hugo Cabret as the main character who inspired children of his age to achieve their dreams, especially when the writer succeeded in making George Meilies, someone who actually became a fictional character.

In this story, Hugo, a teenager, keeps many big secrets. He is very obsessed with a human machine named Automaton who was introduced by his father. Since getting to know the automaton, Hugo has had a big dream, which is to become a magician, unlike his father who became a clock mechanic. However, his father died in a fire and he ended up living with his uncle. When with his uncle in realizing his dream, Hugo made many actions in achieving his dreams. Hugo experienced many conflicts that came from the environment or people around him, namely with George Meleis, Isabelle, Uncle Hugo and also the Station Police. This conflict affected Hugo's emotions and thinking.

Humans always have a motive for doing something in their life and so does Hugo. As stated by Morris (1999: 416): "*Motive is an inner direction forcing a need which direct behavior toward a goal*". In this story, Hugo's motives appear in a number of conditions and great goals. Several conditions that indicate the magnitude of Hugo's motives in actions to solve the great secret he was hiding and achieve his goals will be discussed later in the analysis of this novel. The motives that appear in Hugo's life turn his dreams into reality.

Novel literary works usually have a lot of motivation and learning values that can be taken such as character education values, moral values, social and cultural values, ethical values, aesthetic values, political values, struggle values, psychological values, historical values, economic values, and so forth. So, in a literary work there are values that are inserted by the author. One of the values that will be presented is the values of character education in the novel.

In the novel *The Invention of Hugo Cabret* by Brian Selznick, many of the moral and educational values should be exemplified. The struggle and hard work of a twelve years old boy named Hugo in realizing his dreams even though he has to go through various obstacles, his sincere friendship with Isabelle and Etienne which brings Hugo to a bright spot about secrets and puzzles that fill his head, the sincerity of Mama Jeanne's mother baptism of Isabelle and the creativity, tenacity and sense of responsibility of the character Georges Melies who is a real person.

The formulation of the problem in this study is how the motives influence the actions of the main character based on Abraham Maslow's motive theory and what are the elements of character education contained in the novel in Brian Selznick's *The Invention of Hugo Cabret*.

Motives

People always has a motive in themselves. Amir also has a motive in his life. In psychology, motive is generally defined as a state of psychological or psychological arousal which influences how we behave. (Martin in *Motives and Drives in Psychology*, September 29, 2011) in [https:// www.eruptingmind.com](https://www.eruptingmind.com) Maslow in Hejjle (1992:448) emphasizes, he believes that people are motivated to seek their own personal goals that make their lives meaningful. Maslow added, there are five needs that people use as their motives to reach their goals. It is well known as Maslow's 5 hierarchy of needs:

1. Physiological needs

Physiological needs are assumed to be the most basic, urgent and strong needs. This needs helps a person to survive because of this need for direct attention to basic needs. A person who fails to complete the basic level of this need will not be able to get a higher level of human needs. Food, drink, sleep, oxygen are just a few examples of physiological needs.

2. Safety needs

After the most basic needs are complete, human will go to a higher level. Security and safety needs are the next level that is active after people finish their needs. In this level one wants to gain stability and freedom from threatening forces such as illness, fear and chaos.

3. Love and belonging needs

Love and belonging needs are the next needs that a man wants when psychological and safety and security needs are completed. In this level people look for and share attention, affection relationships, care and love with others, and a group of people surrounds it, such as their families, classmates, even boyfriends or partners.

4. Aesthetic Needs

This is the need for self-esteem.

5. Self Actualization Needs

Self actualization needs is the highest level of need when four previous needs have been reached.

The Value of Character Education

The Ministry of National Education through the Research and Development Agency Curriculum Center (2011, 9-10) defines the values of character education into 18 points. Starting from the 2011 school year, all levels of education in Indonesia must include character education in the education process. The values that come from religion, Pancasila, culture, and the objectives of national education are (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love the Fatherland, (12) Respect for Achievements, (13) Friendly / Communitative, (14) Love Peace, (15) Like to Read, (16) Care for the Environment, (17), Social Care, and (18) Responsibility (Samani and Hariyanto, 2013: 52).

The 18 values of character education are as follows:

a. Religious

Obedient attitudes and behaviors in implementing the teachings of the religion they adhere to, tolerance for the practice of other religions, and living in harmony with adherents of other religions, and living in harmony with adherents of other religions. These religious attitudes and behaviors can be carried out at school, for example by providing opportunities for all students to carry out worship or even celebrate religious holidays.

b. Honest

Behavior based on efforts to make himself a person who can always be trusted in his actions and work. Students who get used to not cheating are students with honest behavior.

c. Tolerance

Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others who are different from themselves. The manifestation of this tolerance can be exemplified by the teacher by providing services to children with special needs.

d. Discipline

Actions that show orderly behavior and comply with various rules and regulations. Obeying traffic signs and stopping the vehicle when the traffic light shows red is an example of disciplinary behavior towards traffic rules.

e. Hard work

Behavior that shows a genuine effort to overcome various obstacles to learning and assignments and to complete tasks as well as possible. A good student or student who has a hard-working character will certainly be serious in carrying out the tasks he gets from the school or campus where he studies. In

addition, these students or students will be active and earnestly repeating and discussing the lessons they have learned when facing exams.

f. Creative

Thinking and doing something to produce a new way or result from something that is already owned. An example in everyday behavior is an effort to continue to hone one's abilities, for example in the field of writing, by looking for new knowledge that can give birth to innovative thoughts in the future.

g. Independent

Attitudes and behaviors that are not easily dependent on others in completing tasks. An example in daily behavior is being able to carry out tasks on your own if you can do it yourself, not always relying on other people to complete it.

h. Democratic

A way of thinking, behaving, and acting that values the same rights and obligations between oneself and others. Resolving family or group problems through deliberation is a manifestation of a democratic attitude that we should do for the best of our collective decisions.

i. Curiosity

Attitudes and actions that always seek to know more deeply and broadly from something that is studied, seen, and heard. This attitude and actions were of course the opposite of indifference. This can be understood in simple terms, for example, regarding the progress and development of an area that is always well followed through the media or seeking information from other residents who know better.

j. Spirit of nationality

A way of thinking, acting and having an insight that places the interests of the nation and the State above the interests of themselves and their groups. Example; The struggle of an athlete who represents his country in various international level sporting events is a manifestation of the national spirit that deserves to be appreciated.

k. Love the Motherland

A way of thinking, behaving, and acting that shows loyalty, concern and high appreciation for the language of the nation's physical, socio-cultural, economic and political environment. Prioritizing products made in our own country is the simplest way to show our love for this country.

l. Rewarding Achievements

Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others. Congratulating or giving thumbs up, for the success of others in achieving or winning something is a simple example that we can do to appreciate achievement.

m. Friendly / Communicative

Actions that show enjoyment of talking, socializing, and cooperating with others. There is even a saying that "living people need other people".

n. Love peace

Attitudes and words and actions that cause others to feel happy and secure in our presence. For example, the presence of a community leader who initiated a fight between two young men.

o. Keen of reading

The habit of devoting time to reading various readings that benefit him. A proverb says that "books are a window to the world."



p. Environmental care

Attitudes and actions that always seek to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred. Gotong royong cleaning gutters and roads is a simple action we usually do to show concern for the environment.

q. Social care

Attitudes and actions that always want to provide assistance to others and provide assistance to other people and communities in need. For example, donating used clothes that are still usable to orphanages or refugee camps.

r. Responsibility

Attitudes and behavior of a person to carry out the duties and obligations, which he should do to himself, society, environment (natural, social and cultural) State and God Almighty.

Method

In this thesis, the author uses the novel by Brian Selznick entitled *The Invention of Hugo Cabret* as the object of analysis. In this study, the researcher uses a qualitative descriptive technique with a psychological approach which aims to describe the main character's motives and also describe the character education value in the novel *The Invention of Hugo Cabret*. There are four models of psychological approaches that are associated with authors, creative processes, literary works and readers (Wellek and Waren in Ratna, 2014: 61). This research is a qualitative research that produces descriptive data, namely data in the form of words, phrases or sentences which are important information, explanations, and factors that describe the main character's motives and the value of character education in Brian Selznick's *The Invention of Hugo Cabret*. Thus this research will be in the form of data quotations to provide an overview of the presentation of the discussion.

Results and Discussion

Hugo's motive for action

In every action he does, man has a motivating motive for why he does certain actions. Likewise, Hugo as the main character of this novel. In carrying out his actions, Hugo has certain motives. In analyzing Hugo's motives for action, the author uses Abraham Maslow's theory of motives. Abraham Maslow divides the motives into 5, namely:

a. Physiological needs

Those are motives related to the most basic needs in human life, namely: The need for clothing, food and shelter, sleep, oxygen etc. The main needs that must be met first of the other needs. In his actions, Hugo's motives are related to his basic needs. These actions are contained in the quotations below;

Data 1 page 126 (Forced to steal food)

Uncle Claude taught Hugo how to steal, which Hugo hated more than anything, but sometimes it was the only way to get something to eat. Hugo silently cried himself to sleep most nights, and he dreamed of broken clocks and fires. (Selznick, B:126)

At the time Hugo lived with his uncle, because his father died. Only his uncle was Hugo's father's only sibling. So he's in charge of Hugo's life. His uncle is a clock mechanic at the station. His hobby is drinking and his life is not very good. Uncle Claude taught Hugo to steal food because it was one way to get food. Although this is very displeased for Hugo. Hugo was forced to obey Uncle Claude to meet his needs for clothing, food and shelter.

b. Security and Safety Needs Motives

In the need for security and safety, one wants to gain stability and freedom from threatening forces such as disease, fear, and chaos. The motive for security and safety needs can be seen in Hugo's following actions;



Data 5 page 132 (Acts as if the pseud is still there)

Hugo quickly realized he had to make it seem like his uncle was still around. He would keep the clocks running as precisely as possible, and he'd take his uncle's paychecks from the office when no one was looking (although he didn't know how to cash them). Most of all, Hugo would do his best to remain invisible. (Selznick, B:132)

Hugo realizes that bringing the automaton to the station is a dangerous thing, his uncle could come home and throw it away at any time or the station police know Hugo's whereabouts, he will send Hugo to the orphanage beach and the automaton will be thrown away. To overcome this, Hugo acted as if his uncle was still alive. Hugo checked station hours diligently every day and took his uncle's paycheck even though he didn't know how to cash it. Thus no one suspected that his uncle had disappeared and Hugo was living alone at the station.

c. The Need for Trust and Love

Trust and love needs are the next needs a person wants when the psychological needs and safety and security needs have been completed. In this level people seek and share care, affectionate, caring and loving relationships with others, and a group of people who surround them, such as from family, classmates, even lovers or partners. Hugo's actions that reflect the need for trust and love are as follows; Data 8 page 148 (fond of automaton)

Hugo was exhausted, but it was time to check the clocks again. For a moment he considered giving himself up. He'd never get the message from the automaton now, so he might as well turn himself in to the Station Inspector and be sent to the orphanage. At least there he wouldn't have to steal food and worry about the clocks breaking down. But the thought of losing the mechanical man was too much to bear. He had grown to love it. He felt responsible for it. Even if it didn't work, at least the train station he had it nearby (Selznick, B:139). From this quote, it can be analyzed that his affection for the automaton keeps Hugo excited and optimistic. Hugo felt that the automaton was like a sick animal and needed him. Hugo also needs the human machine as a friend of his father's legacy. Because only human machines have accompanied him faithfully all this time. So that the thought of surrendering itself in his heart.

d. Self-Esteem Needs Motive

Maslow divides self-esteem into two basic types. The first level is the need for self-esteem. One must know whether he or she is properly capable of handling tasks and challenges or not. This self-respect includes a desire for competence, confidence, and achievement. The second level is respect from others. In this level, this person wants to be recognized and appreciated by others. The desire for prestige, recognition, reputation, acceptance and status belongs to this level.

Data 13 page 50 (Angry with yourself when caught)

"I finally caught you. Now empty your pockets." Hugo growled like a dog. He was furious with himself for being caught. The old man squeezed tighter until Hugo was practically standing on his toes. (Selznick, B:50)

In the above quote, the data researcher analyzes that Hugo is angry with himself when he is caught stealing toys at Papa Georges' Store. Because actually Hugo is not a thief. He was forced to steal because he wanted to fix the human machine and had not found another way. Hugo still had pride, so when he was caught he was annoyed with himself.

e. Self-Actualization Needs Motives,

Self Actualization Needs is the highest level of needs when the previous four needs have been met. At this level, man wants to be everything he can be. This person will do whatever it takes to use his talents, capacities, and potential to become whatever he wants or wants to be. Here are some of Hugo's actions that harness his talents and potential to achieve what he reminds him of.

Data 16 page 125 (Want to be a magician)

The word horologist had been painted on the door of father's shop. Hugo knew it meant click maker, and he had always thought he would be a clock maker like his farther. But after the discovery of the automaton, Hugo began to have another idea. (Selznick, B:125)

Hugo is very talented at repairing clocks and creatively makes toys from clocks. His father introduced him to a new machine called the Automaton. A machine that can write. Hugo became obsessed with the machine. After the discovery of the automaton, he began to think about other things, namely wanting to become a magician. Unfortunately, his father died and had to live with his uncle at the station.

The Value of Character Education

a. Religious

Religious are the highest spiritual values, they are absolute and eternal and are rooted in human beliefs and beliefs. Obedient attitudes and behaviors in implementing the teachings of the religion they adhere to, tolerance of the practice of other religions, and living in harmony with adherents of other religions, and living in harmony with adherents of other religions. The religious attitude in this novel can be seen from the following quote;

Data 1 page 378

Even if all the clocks in the station break down, thought Hugo, time won't stop. Not even if you really want it to. Like now. (Selznick B: 378)

Based on the above quote, it can be said that Hugo believed that God was in control of everything. Time will continue to run even if people use it well or not, someone will not be able to stop time.

b. Honest

Honest is the behavior of not lying, saying or giving information in accordance with reality, which is based on making himself a person who can always be trusted in his words, actions and work. Honesty is very important to instill in the child's personality, because honesty can create a harmonious relationship between family and society. The value of honest education, both oral and written, can be seen from the following quote.

Data 3 page 61

"Who did you steal this notebook from?"

"I didn't steal it."

The old man grunted and with a push he finally let go from Hugo's arm. "Leave me alone then! Stay away from me and my toy both. (Selznick, B: 61)

Hugo didn't steal the notebook. The book was a gift from his father when Hugo's birthday. Hugo is telling the truth, but why doesn't he answer Papa Georges' questions about who made the pictures, maybe because Hugo is still embarrassed, shocked and angry with himself for being caught stealing toys at Uncle Georges' shop.

c. Discipline

Discipline is an action that shows orderly behavior and obeys various rules and regulations. Discipline is also a trait or ability that a person has to obey and be able to control oneself, in order to obey the rules. Of course, discipline is needed because it can help an activity run smoothly as expected. This disciplinary behavior can be seen in the following quote.

Data 7 page 76

As usual, Hugo headed first to the big glass clocks on the roof, because they were the hardest to reach. They were like huge round windows and looked out over the city, one facing north and one facing south. Hugo had to climb up a long dark staircase and slither through on opening in the ceiling at the top of a ladder to get inside them. (Selznick, B: 76)

The above quote shows that Hugo is disciplined every day to check, repair and tune all the clocks in the station diligently. Because the clocks at the station are very vital because they are a reference for railroad crossings and everyone uses the hours at the station as a reference. Due to Hugo's discipline, the hours at the station were not a problem even though the Time Keeper was gone. Unimaginable consequences



if the station clock is not set properly. There is bound to be chaos to the scheduled arrival and departure of the trains and even more fatal accidents can occur.

d. Hard work

Hard work is a behavior that shows a serious effort in overcoming various obstacles in order to complete the task (study / work) as well as possible. The only way to get anything of this nature is through hard work. Progress and success depend on effort. The more serious in working, the more and more quality something (property or achievement) is obtained. The value of hard work education can be seen in the following quote.

Data 10 page 77

8. Once he had finish with the clock on the roof, he climbed down the ladder ans the long staircase. Back inside the dark passageway, he checked the other clocks in the station, all of which were made of brass and could be maintained from inside the walls. Hugo lit his candles to help him see and began with the clock that overlooked the ticket booths. This clock like all the others, had weights, too, but much smaller ones, which disappeared into the floor. Hugo attached a crank to the back of the clock and, using all of his strength, turned it as far as it would co (Selznick, B: 77).

For a 12-year-old boy like Hugo to fix and keep the clocks across the station functioning properly takes hard work. Because the hours vary, some are large and some are small, some are difficult to reach too. Hugo had to go up and down the stairs and down the hall. However, for Hugo's hard work, all the hours at the station can function properly.

e. Creative

Creative means creating new useful ideas and works. Creative thinking is thought that can find things or new ways that are different from the usual and thoughts that are able to put forward ideas or ideas that have added value (benefits). The value of creative education can be seen in the following quote.

Data 17 page 116

10. Hugo was good with the clocks, too. The talent ran in the family. Hugo's father had always brought home broken clocks for his son to play with, and by the time he was six. Hugo was able to fix anything. Later when he visited his father at his clock shop, Hugo watched him carefully, and then when he grew restless he made little mechanical animals out of the extra bits and pieces lying around. Hugo's father displayed the creatures proudly on his workbench. (Selznick, B: 126)

From the data above, it can be analyzed that Hugo can use his spare time and used goods to become a toy. This shows Hugo is very creative.

f. Independent

In the Big Indonesian Dictionary, independence is defined as things or circumstances that a person can stand alone or not depend on for others. This means that independence is the readiness and ability of individuals to stand on their own, which is marked by taking the initiative. Independent is a trait that must be formed by parents in building a child's personality. To start independence requires aspirations and hard work to achieve it. The main independence is being trained to act alone. The value of independent education can be seen in the following quote.

Data 19 page 126

11. Soon, Uncle Claude began to disappear for hours at a time leaving Hugo to take care of the clocks, twice each day, by himself. Sometimes his uncle didn't return until very late at night, and then one day, Uncle Claude didn't come back it all. (Selznick, B: 126).

In the above quote, the researcher can analyze that Hugo has an independent attitude because he can survive even though his uncle often leaves him. And he can check and fix the clocks at the station himself without a hitch. And even when his uncle did not come home at all, it was later discovered that his uncle had died.

g. Curiosity

The definition of wanting to know based on KBBI is a strong feeling or attitude to know something; a strong urge to know more about something. Curiosity is an attitude and action that always tries to know more deeply and extends from what it has learned, seen, and heard. The value of curiosity education can be seen in the following quote.

Data 20 page 117

“You can fix it.” Hugo whispered. “Don’t you want to know what it can write? Then we’ll wind it up and see what the message says.” (Selznick, B 2007: 117)

Hugo was so obsessed with the sweetness of the machine, in fact, in such a miserable state of affairs, it was still beautiful in the eyes of Hugo and his father. They were eager to know what the human machine might write. This curiosity prompted Hugo to ask his father to immediately fix the machine. This attitude is analyzed by the researcher as the value of character education, namely curiosity.

h. Appreciate achievements

Appreciating achievements are attitudes and actions that encourage him to produce something useful for society and recognize and respect the success of others. We need to apply this value in our daily lives, because by appreciating achievements, we motivate ourselves and others so that they can progress and develop. The value of education to respect achievement can be shown in the following sentence.

Data 24 page 390

“When I was invited here to meet a man I thought had died, I must admit I was skeptical. But stirred by my memories of George Melies, I sent Etienne down to the Film Academy archive, and in the very back, under a pile of old boxes, he found one of your godfather’s movies. It’s a little dusty, but I think it’s in pretty good shape. We brought a projector with us, in case he wanted to see it. We figured it might have been a long time since he’s seen one of his films.”. (Selznick, B 2007: 390)

The arrival of Rene Tabard and Etienne to Papa Georges' house and bringing one of his hard-searched films is a tribute to Papa Georges for his work which has even been forgotten. Rene Tabard even brought a projector because he hoped Papa Georges would watch his own film.

i. Friendly / communicative

Actions that show enjoyment of talking, socializing, and cooperating with others. There is even a saying that "living people need other people". According to KBBI being friendly means 1. friends, 2. fun in socializing; friendly:

Data 26 page 143

When Hugo picked up his coffee again, he noticed that a folded-up piece of paper had appear on the table. He looked around, but there was no one near enough to have left it. Slowly, he unfolded the paper. It reads: Meet me at the bookseller on the other side of the train station.

That was all. But then Hugo turned the paper over. There was one more sentence: Your notebook wasn’t burned. (Selznick, B 2007: 143)

Friends are actions that show a sense of pleasure in talking, socializing, and cooperating with other people. This is what Isabelle did to Hugo. Isabelle remains kind and always helps Hugo even though Hugo shows something bad when he wants to ask Papa Georges for his notebook back.

From the quote above, Isabelle tries to help Hugo get information about the whereabouts of his notebook. Then send a message to meet him at the book stand on the other side of the station. And giving news that makes Hugo a little relieved that his book has not been burned by his baptism.

j. Love peace

Attitudes, words, and actions that cause other people to feel happy and secure in their presence. The value of peace-loving education can be seen in the following quote.

Data 29 page 102

It was the girl from the toy booth. Hugo was about to yell to her, but she put her finger to her lips and motioned for him to wait there. The curtains closed again.



Hugo shivered in the cold, and in a view minutes the girl appeared from behind the building and ran over to him (Selznick, B 2007: 102)

Attitudes, words, and actions that make other people feel happy and secure in her presence, that's the attitude of Isabelle. When Hugo vented his anger by pelting Papa Hugo's apartment window and hoping that Papa Hugo would return the notebook he had taken, Isabelle patiently made Hugo's emotions subside and stopped throwing at Papa Georges' window.

k. Like to read

The habit of taking time to read various readings that are good for him. Reading can find out new things that may not have been known before. Love to read can open the window of knowledge as early as possible. His reading attitude can be seen from the following quote.

Data 31 page 370

18. Eventually, with no customers and nothing else to say, Isabelle tended to the loose ends of Hugo's bandages and took out a book. She began reading. Hugo recognized the book. It was the collection of Greek myths she had borrowed from Monsieur Labisse. "You've been reading that for a long time," said Hugo.

"Oh, I've read it twenty times. I bring it back to the bookshop, read other boos, and then take it again. I like the stories."

"Read out loud."

Isabelle read the story to Hugo, and he remembered hearing some pf the myths when he was in school. (Selznick, B 2007: 370)

The above quotation can be analyzed that Isabelle likes to read, even reading one book twenty times. And he often borrows books from bookstores after reading, he returns and borrows another book.

l. Social care

Attitudes and actions that always want to provide assistance to other people and communities in need. As social beings, humans cannot live alone without the help of others. The value of social care education can be seen in the following quote.

Data 32 page 121

17. Meanwhile, Hugo's father grew obsessed with getting the automaton to work. He brought Hugo back to the museum a few more times and explained how the mechanism operated. They remained optimistic that it could be fixed, and they talked about what the automaton might write once it was working again. Hugo and his father began to think of the automaton as an injured animal that they were nursing back to health. (Selznick, B 2007: 121)

The quote above explains how Hugo and his father care about the automaton or the human machine, which they think of as a living creature or a wounded animal.

They really love this creature and want to heal or fix this human machine so that he can write again.

m. Responsible

Attitudes and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty. Here is a quote that is worth the education of responsibility.

Data 36 page 124

I was Uncle Claude. "Pack your things quickly, Nephew," Uncle Claude had said, his breath smelling of alcohol as usual. Uncle Claude lifted his tiny steel spectacles with one hand and wiped his bloodshot eyes with the other. "Your father's dead, and as your only living relative, I'm taking you in." (Selznick, B 2007: 124)

From the quote above, the researcher can analyze that the news of Hugo's father's death made Uncle Hugo's only brother feel responsible for Hugo's life, so he told Hugo to pack his things to be invited to move to his uncle's place. What Uncle Hugo did is an example of responsible behavior.

Conclusions (12pt)

Based on the findings of analytical researchers in Brian Selznick's novel *The Invention of Hugo Cabret*, it is found that the motive for the action of the main character (Hugo) in achieving his dream and the value of character education contained therein. Therefore, it can be concluded that:

1. The motive for Hugo's actions as the main character, there are 20 quotes, namely: 1) motives for physical needs, there are 3 quotes, 2) motives for security and safety needs, there are 4 quotes, 3) motives for trust and affection consist of 5 quotes, 4) motives Self-esteem needs there are 3 quotes, 5). There are 6 quotes for self-actualization needs. The motive for action that stands out is the motive for self-actualization needs.
2. The character education value contained in Brian's novel *The Invention of Hugo Cabret*, consisting of 2 religious quotes, honest 4 quotes, discipline 3 quotes, hard work 7 quotes, creative 2 quotes, independent 1 quote, curiosity 4 quotes, respect achievement 2 quotes, friendly 3 quotes, love peace 1 message, likes to read 2 quotes, social care 4 quotes, responsibility 2 quotes, with a percentage of religious 5%, honest 11%, discipline 3%, hard work 19%, creative 5%, independent 3%, curiosity 11%, respect for achievement 8%, friendly 8%, peace loving 3%, fond of reading 5%, social care 11%, responsibility 5%. So that the most dominant character education value in Brian's novel *The Invention of Hugo Cabret* is the value of hard work which is 19%.

References

- Djoyosuroto, K. dan Suherlan. (2010). *Kajian Sastra*. Jakarta: Manasco.
- Effendi, S. (2015). *Bimbingan Apresiasi Prosa Naratif Cerita Pendek*. Tangerang: Pustaka Mandiri.
- Endraswara, S. (2004). *Metodologi Penelitian Sastra: Epistemologi, Model, Teori dan Aplikasi*. Yogyakarta: Pustaka Widyatama.
- Fanani, Zainudin. (2004). *Telaah Sastra*. Surakarta: Muhammadiyah University Perss.
- Gerungan, W.A. (2004). *Psikologi Sosial*. Bandung: Refika Aditama
- Hejtle, A. and Daniel J. (1992). *Personality Theory 3rd Edition*. Singapore: Mc Graw-Hill International Edition.
- Morris, C. (1999). *Psychology: An Introduction of Psychology*. New York: Mc Graw Hill Companies.
- Samani dan Hariyanto. (2013). *Konsep dan Model Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- Selznick, B. (2012), *The Invention of Hugo Cabret* Yogyakarta, Mizan Fantasi Anggota Ikapi
- Suhendar. (2005). *Sosiologi Suatu Pengantar*. Jakarta: Rajawali Pelajar.