



Actualization of Prophetic Values in Literature Education: A Study on Department of Indonesian Language and Literature Education in University

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Abstract

The purpose of this research is to examine the prophetic values in the literature learning process and describe the results of implementing prophetic values in the education of Indonesian language and literature students. The data collection techniques used are interviews and observations. The approach used is descriptive qualitative and the research is conducted in the field. This research describes the data or events that are the focus, namely the character implemented in the interaction between lecturers and students during the learning process. The results of this research are the actualization of prophetic values in literacy learning in the form of behavior and speech. In literature learning related to behavior, several behaviors that indicate the actualization of prophetic values towards lecturers and students are found, including: a) arriving on time, demonstrating discipline in fulfilling tasks and responsibilities, b) polite and friendly attitude, which is a form of actualizing prophetic values in carrying out responsibilities as an Indonesian literature lecturer, c) motivating students to become hardworking individuals for a brighter future, d) organizing teaching materials based on research findings. In literature learning related to speech, several speeches that indicate the actualization of prophetic values towards lecturers and students are found, including a) Opening prayer with "Assalamualaikum warohmatullahi wabarokatuh," which means "May peace, mercy, and blessings be upon you from Allah," b) expressions that convey wonders related to imagination, feelings of sadness, joy, and admiration, and c) closing remarks expressing gratitude, praying, and bidding farewell. These speeches contain the hope that today's learning outcomes will have a far greater and more meaningful impact in the future.

Keywords: *Actualization; Values; Prophetic; Literature Learning*

Introduction

Prophetic values in literature are important in education because they help strengthen our understanding of the moral messages and values embedded in literary works. Literature is often used as a tool to convey moral messages and reinforce values cherished by society (Diputra and Nuraeni 2021). By paying attention to prophetic values in literature education, we can better comprehend the values cherished in society and sharpen our understanding of how these moral messages can be applied in everyday life. Moreover, prophetic values in literature education also help enhance our awareness of cultural diversity and different worldviews (Viktorahadi, Rahman, and Solihin 2021). Literary works

often reflect varying values depending on the cultural background and worldview of the authors. By considering prophetic values in literature education, we can broaden our understanding of different cultural perspectives and improve our ability to appreciate and comprehend such diversity. Furthermore, paying attention to prophetic values in literature education can also help us develop better skills in responding to and interpreting literary works (Arie Sanjaya 2016). By considering the moral messages and values presented in literary works, we can read and analyze them in a deeper and more critical manner. This can enhance our ability to appreciate and understand the beauty and complexity of literary works, as well as our ability to respond to them accurately and in a timely manner (Krismonita 2021).

However, the main issue lies in the limited understanding of prophetic values among students. Students' understanding can be influenced by their cultural backgrounds, life experiences, and their level of knowledge about religious teachings (Jalalludin 2020). Therefore, it is necessary to employ appropriate approaches and innovative teaching methods to facilitate students' understanding of prophetic values in literature. Additionally, the available teaching materials for imparting prophetic values in literature are often limited or inadequate (Roads 2018). These limitations can result in difficulties for teachers in developing engaging and meaningful instructional materials for students.

Another problem is the lack of awareness and interest among students towards prophetic values, which can also hinder the teaching of literature (Shamdi et al. 2022). Students may not understand or be interested in learning about prophetic values in literature. Therefore, there is a need for appropriate approaches to stimulate students' interest in studying literature as a source of prophetic values. Furthermore, literature often has multiple interpretations depending on the reader's perspective and experiences. These different views and interpretations can pose a challenge in teaching prophetic values that are universal and applicable to everyone (Arifin and Aziz 2019), regardless of cultural background or life experiences. Moreover, literature originates from different cultural contexts and can change over time (Takao 2020). Therefore, the prophetic values contained in literature can also evolve according to the development of the times. Teachers need to understand the cultural context of the literature being taught and be able to convey prophetic values relevant to the current cultural context.

Literature Review

Prophetic values are highly significant in literature education as they help students understand the moral messages and values contained in literary works. Literature not only teaches about the beauty of language and storytelling but also imparts lessons on humanity, morality, ethics, and relevant values in everyday life (Regnier 2005). Prophetic values in literature education include honesty, simplicity, justice, courage, humility, compassion, forgiveness, and many more (Hardiyanto et al. 2022). Students who study literature with a focus on these prophetic values can develop positive attitudes and behaviors while broadening their insights into the world and life (Jussim and Harber 2005). Additionally, literature can help students develop critical and analytical thinking skills, the ability to understand others' perspectives, and the capacity to recognize and appreciate cultural differences. By understanding prophetic values in literature, students can enrich their life experiences and better prepare themselves to face challenges in life.

Prophetic values are values taught by prophets in the Islamic religion (Arifin and Aziz 2019)(Budi Yahya Haerudin 2019). These values include honesty, justice, compassion, tolerance, hard work, courage, and many others. The formation of good character among students also requires such values. In the context of education, students are future leaders who will play important roles in society. Therefore, the formation of students' character based on prophetic values is crucial (Adittian 2018). These values will shape students' attitudes and behaviors, helping them become fair, responsible, and caring leaders for the community's interests. For example, the value of honesty will assist students in performing their tasks well and avoiding dishonest behavior (Rinawati, Kumaidi, and Harun 2019). The value of

justice will guide students in treating others equally and fairly, while avoiding discrimination. The value of compassion will foster students' care for others and their surrounding environment. The value of hard work will aid students in developing their abilities, and courage will empower them to make sound and courageous decisions in facing challenges (Arifin and Aziz 2019).

In order to cultivate good character among students, universities can strengthen prophetic values through various activities such as public lectures, seminars, leadership training, and social events (Hardiyanto et al. 2022). Additionally, universities can create a conducive and supportive learning environment to shape students into high-quality individuals. Consequently, students can become future leaders grounded in prophetic values and contribute to society at large.

Research on the actualization of prophetic values in literature education has been conducted by several previous researchers. Some of these studies are as follows:

The first study was conducted by (Yesi Desiana Muhammad Fuad Munaris 2017) with the research topic describing the prophetic reality values in the development of literature teaching materials in Islamic high schools, using the novel "Bulan Terbelah di Langit Amerika" by Hanum Salsabiela Rais and Rangga Almahendra as the data source. The results of this study concluded that there are prophetic reality values, namely *ammar ma'ruf* (enjoining good), *nahi munkar* (forbidding evil), and *tu'minu billah* (believing in God).

Another study by (Budi Yahya Haerudin 2019) aimed to reveal the prophetic values in the teaching of Islamic faith and morality, as well as in extracurricular activities in high schools. The research findings concluded that prophetic values such as faith and morality, which include *shiddiq* (truthfulness), *amanah* (trustworthiness), *tabligh* (conveying the message), and *fathonah* (wisdom), serve as a strong foundation in creating moral and ethical education that is expected to shape noble individuals. Aditian (Adittian 2018) examined Character Education in the Poetry Book "Hyang" by Abdul Wachid BS (Analysis of Kuntowijoyo's Prophetic Perspective). The research findings stated that the poetry book "Hyang" by Abdul Wachid B.S. contains numerous prophetic values that strongly emphasize the values of spirituality and sociality. Naturally, each poem written is an actualization of life reflecting the poet's own personality.

In another study, (Krismonita 2021) examined the Reflection of Prophetic Ethics in the Novel "Di Kaki Bukit Cibalak" by Ahmad Tohari as a Medium for Social Character Education in Post-Pandemic Times. The research findings concluded that the novel "Di Kaki Bukit Cibalak" portrays a humanistic ethics aspect, namely not discriminating against fellow human beings.

Based on the aforementioned research findings, some researchers focused solely on examining the prophetic values contained in novels and religious poems. Others investigated the prophetic values in the teaching of Islamic faith and morality in high schools. The previous research results indicate that there has been no research specifically investigating the actualization of prophetic values in literature education in the classroom. Therefore, this research focuses on the prophetic values actualized by lecturers in literature education.

Method

Objective

This study aims to examine the prophetic values in literature education at private universities in Indonesia. The values being examined are the characters implemented in the interaction between lecturers and students during the learning process. The study of prophetic values is expected to contribute to the development and progress of Indonesian language and literature education at the university level.

Subjects

The subjects of this research are lecturers and students at a private university in Makassar, Indonesia. The researcher chose this university because preliminary observations indicated that lecturers incorporate prophetic values in literature education. Additionally, the university's study program has been accredited as excellent.

Method

This research adopts a qualitative study approach through observation and interviews with lecturers and students. The research observes the process of literature education in the classroom. To strengthen the observational data, the researcher conducts interviews with lecturers and students after the learning process is completed. The observation and interview results are analyzed based on predetermined criteria aligned with the utilized prophetic theory. With these criteria, the data is categorized and analyzed to determine the prophetic values in literature education at the university level.

Findings

In literary studies, a researcher has discovered several behaviors and expressions that indicate the actualization of prophetic values among students.

a. Behaviour

In actualizing prophetic values, several findings have been noted during observational activities. These observations are aligned with predetermined research criteria based on prophetic values.

Arriving on Time for Scheduled Classes

Being punctual demonstrates discipline in fulfilling tasks and responsibilities. Discipline is a form of transcendence closely related to an individual's faith. A devout Muslim will always be disciplined in carrying out various activities, especially the five daily prayers. Similarly, in other aspects of life, they will be committed to fulfilling their given responsibilities.

The discipline of the lecturer in teaching language and literature has been confirmed by several students, as mentioned in the following interview.

Interviewer : Did you study literature as a course? How often?

Student : Yes, we study every Wednesday at 13:30.

Interviewer : What do you like about your professor?

Student : My professor is very punctual. Even if they're late or unable to attend, they always inform us in advance.

Based on the interview with students, the lecturer who teaches Indonesian literature shows a disciplined attitude, in accordance with the obtained observational data.

Being Polite and Friendly

The observed behavior includes a friendly attitude towards students during the learning process. A friendly attitude represents the humanistic aspect of social communication. Being polite and friendly is a manifestation of prophetic values in fulfilling the responsibilities as an Indonesian literature educator.

To assess a lecturer's polite and friendly attitude in manifesting prophetic values, interviews were conducted with students who have been taught by the lecturer. They unanimously said, "*Our lecturer is very polite and friendly towards students, and provides many ideas during the learning process*". This strengthens the findings of the observations conducted during the learning sessions.

Motivating Students

Motivating students is one way to develop strong character and self-confidence. The analysis of observational data indicates that the lecturer motivates students to study diligently and read extensively. Through extensive reading, students become knowledgeable and capable of writing effectively. Providing motivation is an aspect of prophetic-based literacy. The lecturer motivates students to become diligent individuals, working hard for a bright future.

This aligns with the following statements from the student interviews:

Interviewer : What positive aspects do you feel in literature learning?

Student : Our lecturer highly motivates us to read extensively, which allows us to acquire broad knowledge.

Interviewer : Do you appreciate the motivation from your lecturer?

Student : Certainly, because it broadens our horizons and enhances our critical thinking skills, making us hardworking individuals.

Thus, the literature lecturer has effectively provided motivation to the students. One positive outcome is that the students feel acknowledged and encouraged to become successful individuals in the future. This represents a form of prophetic-based learning.

Developing Teaching Materials Based on Research Findings

In carrying out the responsibilities as a lecturer of Indonesian language and literature education, teaching materials are prepared. These materials are organized according to the needs of the respective lecturer. The teaching materials contain theories and research findings related to the course. Various reference sources are taken from research articles, as evidenced by the bibliographic references cited from nationally accredited journals. This demonstrates the lecturer's creativity in developing teaching materials, which is considered a form of prophetic-based literacy.

During interviews with students, they responded, "*We use modules provided by the lecturer, and these modules are mandatory readings in literature classes*". The results of the interviews prove that lecturers teaching literature courses use teaching materials that meet the needs of literature learning in Indonesian language classes.

b. Speech Utterances

In the process of learning, there are several statements from the lecturers that actualize prophetic-based literary learning. The analysis of observational data has found several speech utterances that contain prophetic values in literary learning. Sentences such as the following:

"Assalamualaikum warahmatullahi wabarokatuh."

"How are you all, dear students?"

"I pray to Allah SWT that we are always granted mercy and good health."

"What about the previous assignment? Please submit it on time, okay!"

The utterance of these sentences is an opening prayer that means *"May peace, mercy, and blessings be upon you"*. Thus, the prophetic value is clearly reflected in this sentence. The sentence is followed by the same meaning, which is a prayer for mercy and good health. Meanwhile, the last sentence emphasizes the importance of timely submission of assignments, highlighting discipline for students.

The sequence of these sentences can be concluded as the communication pattern between the lecturer and students in literary learning in the classroom. Communication is established as a humanistic aspect in social interaction. Additionally, the request for timely submission is an indicator of prophetic-based learning in the form of discipline, which is a transcendent aspect.

The following are the subsequent speech utterances that possess prophetic values:

"Ladies and gentlemen",

"Did you know that literature is closely intertwined with emotions?"

"For instance, the sense of wonder, which is connected to the captivating imagination of humans, evokes curiosity and ignites a sense of admiration for the beauty of language and storytelling".

"The feeling of sadness, conveyed through profound emotional depictions, allows literature to make readers experience anguish and confront the complexities of life".

"The sensation of joy, associated with humorous stories, compelling characters, or a happy ending, can evoke delight and happiness while reading literature".

"The feeling of awe, often associated with fantasy or mythology, frequently evokes a sense of awe towards the power of imagination and the unreal world that is oriented towards the greatness of God".

The statement is an explanation given by a professor about literature related to emotions. The prophetic value of this statement is that literature will continue to be a strong and relevant force in the future. Through literature, humans will continue to be confronted with imaginative experiences that stimulate their thoughts and emotions. Literature will be an unlimited source of inspiration, awakening curiosity and deeper critical thinking. One of the wonders related to the prophetic value of literature in learning is its ability to predict or express profound views and thoughts about the future. In many cases, literary works have contained astonishing ideas that are relevant to later events. The prophetic value of this statement suggests that literature will continue to be an important tool in conveying deep and complex messages, highlighting diverse aspects of humanity. Literature will be an evolving form of art, capable of changing worldviews, evoking feelings of solidarity, and encouraging individuals to tap into their best potential.

Thus, this statement reveals that literature will continue to play a significant role in inspiring, entertaining, and moving humans towards a deeper understanding of themselves, the universe, and the complexity of the world around them. In the context of prophetic value, the depiction of sadness through literature plays a crucial role in providing insights into the complexity of life and delivering messages that contain moral and social values. Literature that can evoke deep emotions and portray sadness honestly can serve as a mirror for society to contemplate, reflect, and overcome the hardships they face. The sense of joy associated with funny stories, interesting characters, or happy endings can evoke pleasure and excitement in reading literature. This statement can be linked to the prophetic value because literature often has the power to predict or reflect future conditions. Literature containing funny stories, interesting characters, or happy endings can be a reflection of humanity's desire to seek happiness and joy in the future. Thus, the joy and happiness presented in literature can have prophetic value as they reflect human

aspirations and hopes, inviting readers to contemplate a better future and providing insights and moral messages relevant to human life.

The sense of wonder associated with fantasy or mythology is a statement that can be connected to prophetic value through the understanding that the power of imagination and the world of fantasy or mythology can inspire awe towards the greatness of Allah SWT. The prophetic value in this context is to understand that the power of imagination and the world of fantasy can expand our understanding of the greatness of Allah SWT.

The final remarks are the sentences used to conclude a lecture. The statements are as follows:

...

"Alright, ladies and gentlemen, our time is up."

"May today's teaching material leave an impression in your literary writing."

"Perhaps someone would like to help me summarize today's teaching material before we conclude the meeting!"

"Very well, thank you for your attention and cooperation."

"May Allah SWT bless our activities today... Amen."

"Peace be upon you, and may the mercy of Allah and His blessings be upon you."

"See you next week."

In the context of prophetic values, these statements can be connected to the potential of an undisclosed future. Although we are currently discussing learning and writing literary works, the prophetic value suggests that today's learning outcomes may have a much greater and meaningful impact in the future. Thus, these statements remind us to appreciate every learning opportunity we have, as we cannot know for certain how it will affect our future. In the context of prophetic values, these statements indicate the belief that every effort in learning and writing literary works has the potential to serve as a foundation for significant achievements and impacts in the future.

Discussion

a. Behaviour

The concept of prophetic values in learning refers to the application of values and principles contained in the teachings of the Prophet Muhammad (peace be upon him) in the context of education. These values include justice, honesty, hard work, compassion, patience, exemplary behavior, togetherness, mutual respect, and many more. On the other hand, behavior refers to the actions or attitudes exhibited by individuals in various situations (Hardiyanto et al. 2022). In the context of learning, student behavior includes discipline, cooperation, active participation, responsibility, respect for teachers and classmates, and diligent effort in learning (Regnier 2005). The connection between behavior and the concept of prophetic values in learning lies in how these prophetic values influence student behavior in the learning process (Amunga 2021). When students understand and apply prophetic values in their daily lives, it will be reflected in their behavior in the classroom and in their interactions with teachers and classmates.

Discipline is an important aspect in the actualization of prophetic values in literature education. Discipline refers to one's ability to follow rules, procedures, and consistent actions to achieve specific goals (Prayitno et al. 2020). In the context of literature education, discipline plays a role in shaping the mindset and attitude that enable students to understand and internalize the prophetic values contained in literary works. Firstly, discipline requires patience and perseverance in reading and analyzing literary works (Hakim et al. 2023). Literature education involves reading complex texts and understanding their background, themes, writing styles, and underlying messages. Without discipline, students may tend to overlook or not delve into these important aspects, resulting in the prophetic values hidden within the literary works not being effectively conveyed. Secondly, discipline helps students in applying consistent methods and approaches in analyzing and interpreting literary works (GARRISON and JONES 2005). In literature education, various approaches can be used, such as structural, historical, or feminist approaches. By having discipline, students will learn to follow established methods, observe carefully, and think critically to express the prophetic values present in literary works. Thirdly, discipline is also related to appreciation for diversity and a holistic understanding of literary works (Li, Nielson, and Nielson 2016). Literature reflects diverse cultures, worldviews, and human experiences. In literature education, students need to have discipline in opening their minds and hearts to accept different perspectives, apply empathy, and respect differences (Iqbal et al. 2021). This allows students to actualize prophetic values such as tolerance, brotherhood, and cross-cultural understanding.

Another prophetic value is communication. Polite and friendly communication is crucial in realizing prophetic values in literature education. It is line stated by Pratinno if prosthetic education supports(Prayitno et al. 2022) positive character, When communicating in literature education, it is important to listen attentively to others, showing respect and empathy towards their thoughts and feelings. When someone speaks, give them sufficient time and attention before responding (Regnier 2005).

Every individual has different views and perspectives in literature education. It is important to respect other people's opinions, even if they have different views or perspectives that do not align with ours (Hardiyanto et al. 2022). Avoid condescending or cornering others' opinions and be open to understanding their perspectives. In communication, it is important to use polite and respectful language. Avoid using offensive or derogatory words in literary discussions (Roads 2018). Speaking with good and courteous words will create a positive and comfortable environment for everyone involved.

When discussing literary works, differences of opinion may arise. However, it is important to avoid unhealthy or personal debates. Focus on the arguments and ideas presented, rather than personal attacks or unconstructive conflicts (Yulisetiani, Suwandi Suyitno, and Subiyantoro 2018). Maintain a conducive atmosphere for discussion and respect others' views. When giving feedback to classmates or educators, ensure that it is delivered in a constructive manner (Rinawati, Kumaidi, and Harun 2019). Appreciate the good aspects and provide constructive suggestions for improvement. Avoid degrading or judgmental criticism. A polite and friendly approach to providing feedback will help create a positive and supportive learning environment. In literature education, various perspectives and interpretations may emerge. Be open to differences and accept them with an open mind. Respecting diverse opinions will encourage rich discussions and enrich the overall learning experience (Taja et al. 2022). By applying polite and friendly communication in literature education, we can build an inclusive and respectful environment that focuses on personal development and a deeper understanding of prophetic values embedded in literary works.

Next is motivation to work hard. Motivation to work hard in literature education can be seen as a means of liberation and realization of prophetic values (GARRISON and JONES 2005). In this context, there are several reasons why working hard in literature education can be a means of liberation and realization of prophetic values. Literature education provides opportunities to explore various literary works written by authors from diverse cultures and backgrounds (Sulaksono, Waluyo, and Said 2018). Through this process, you can discover identities and values that you may not have been aware of before.

By working hard and delving deeper into literature, you can actualize personal values and free yourself from conventional limitations (Shamdi et al. 2022). Literature is a powerful medium for understanding human experiences, seeing the world from different perspectives, and developing deeper empathy. By reading and studying diverse literary works, you can understand the complexity of life, sharpen empathy, and broaden your understanding of society and humanity as a whole. Motivation to work hard in understanding literature helps you open your mind and heart, encourage freedom from narrow views, and actualize profound human values.

Literature education encourages critical thinking, in-depth analysis, and complex interpretation. By putting in extra effort and working hard to understand and interpret literary works, it can expand the limits of own thinking (Amunga 2021). This process provides the freedom to question authority, challenge the status quo, and develop original and bold perspectives. In this regard, working hard in literature education actualizes prophetic values such as freedom of thought, independence, and the courage to express oneself. It has a similarity stated by (Rinawati, Kumaidi, and Harun 2019) if literature has the power to trigger social change and cultural transformation. Through understanding and experiencing literature, you can bring about positive changes in society by advocating for justice, equality, and tolerance. By working hard in studying literature and reviving these works in the context of your time, you can inspire others, broaden insights, and create meaningful change (Sutarto and Sari 2020).

In conclusion, motivation to work hard in literature education can be considered as an aspect of liberation and realization of prophetic values. In the process, you can discover your own identity, develop empathy and broader perspectives, free your mind, and drive social transformation.

b. Utterance

From the findings of speech acts presented in the research results, there are various prophetic values that are actualized in the study of literature. Prophetic values are values related to the teachings and actions of the prophets and messengers in the Islamic religion (Qomariyah et al. 2018). The following is an explanation of the prophetic values contained in the sentences: The first prophetic value uttered is a life of faith (Hardiyanto et al. 2022). The sentences above demonstrate a strong attitude of faith and belief in Allah SWT. In these sentences, the author shows obedience and righteousness towards Him by offering greetings and prayers. This reflects the prophetic value regarding the importance of faith in daily life. The second prophetic value uttered is goodness and blessings (Hillan, Suyitno, and Andayani 2019). The prayer addressed to Allah SWT indicates a desire to obtain mercy and well-being. The prophetic value contained here is the belief that Allah SWT is the source of all goodness and blessings. In Islamic teachings, Prophet Muhammad (SAW) also often emphasized the importance of prayer and seeking blessings from Allah SWT. The third prophetic value uttered is Concern for time and responsibility (Roads 2018). The request for assignments to be submitted on time shows awareness of the importance of time and responsibility. This reflects the prophetic value regarding honesty, discipline, and responsibility in carrying out daily tasks. And the fourth prophetic value uttered is Ethical Living. The respectful and polite attitude in greeting "*Ananda sekalian*" portrays the prophetic value regarding the importance of fairness, politeness, and maintaining good relationships with others (Sulaksono, Waluyo, and Said 2018). Prophet Muhammad (SAW) is also known as a role model in behaving ethically and maintaining harmonious relationships with everyone.

Thus, these sentences contain important prophetic values in Islamic teachings, such as faith, goodness, blessings, awareness of time and responsibility, and ethical behavior in interacting with others. Furthermore, the prophetic values described in the second set of data are related to emotions in the study of literature. The emotions expressed include the wonders associated with imagination, feelings of sadness, joy, and awe.

The portrayal of sadness often refers to suffering, loss, or emotional conflicts involving characters in a story (Hardiyanto 2020). Literary writers often use rich language and imagery to convey deep feelings of sadness to the readers. For example, detailed descriptions of losing a loved one, the emptiness felt when facing tragedy, or the experience of emotional torment that shakes the soul. In the process of reading or experiencing these depictions of sadness, readers can feel and empathize with the emotions conveyed by the literary work.

Literature has a unique ability to create emotional connections between the reader and the work, allowing them to enter the world of fiction and experience sadness on a deeper level (Pelin 2018). Through this emotional experience, literature can serve as a means of self-reflection and a better understanding of the complexities of life. Readers can relate the experience of sadness in literature to their own personal experiences, and through this process, they can broaden their understanding of life, pain, and the complexities of human existence.

Literature that depicts profound sadness can also present profound moral and social questions (Nahas and Amasheh 1999). Through the portrayal of suffering and sadness, literature often highlights injustice, power imbalances, or structural issues within society (Pelin 2018). By confronting the complexities of life through the experience of literature, readers can begin to recognize these issues in a broader context and consider better solutions to address the difficulties faced by individuals and society.

Thus, literature that deeply portrays sadness can have prophetic value by encouraging reflection, a better understanding of life, and critical thinking towards social and moral issues. Literature can be a powerful tool in influencing human perspectives and actions, as well as promoting positive change in society (Ab Halim 2016).

The statement about the significance of joy in literary learning can be explained as part of the prophetic value in the study of literature, as it underscores the importance of joy in literary works (Muchtar et al. 2022). Literature often has the ability to present funny stories, intriguing characters, or happy endings, which in turn can evoke feelings of joy in readers or viewers. As a prophetic value, joy in literature has several implications, such as literary works that evoke joy can serve as an escape from everyday life, which may be filled with challenges and difficulties (Qomariyah et al. 2018). Literature provides an opportunity for enjoyment, laughter, and experiencing moments that elicit happiness. Another implication is that joy in literature can also have educational and social critique aspects. Literature often uses humour and funny stories to convey important messages or criticize certain social conditions. By obtaining joy through literature, readers can also develop a deeper understanding of the issues faced by society, but in an enjoyable and engaging manner (Haque 2004). The third implication is that intriguing characters in literary works can also be a source of inspiration and learning for readers. Through unique and interesting characters, readers can learn about the complexity of human beings, life, and emotions. Intriguing characters often present conflicts and challenges that must be faced but ultimately result in joy and happiness. This can provide lessons on how to overcome difficulties and find happiness in real life. The final implication is that happy endings in literary works play a significant role in shaping our perception of the world (Owie 2022). Although real life is often complex and filled with tragedy, happy endings in literature provide hope and belief that happiness is possible. This can influence how we view the world and offer an optimistic perspective, which in turn can affect our actions and attitudes in everyday life. Overall, joy in literary works plays a crucial role in the prophetic value of literary learning (Haque 2004). Through funny stories, intriguing characters, and happy endings, literature can provide entertainment, education, inspiration, and a positive perspective to readers.

The third speech act is the closing statement in a literary learning session. In this statement, the prophetic value suggests a significant impact on the future (Taja et al. 2022). The statement implies the hope that the material discussed in the meeting will leave a profound impression on writing literary works. The word "meteri" may refer to the delivered material or it may be a typographical error and

actually intended as "*material*." The statement also indicates a desire to conclude the material before the meeting is adjourned (Regnier 2005). Additionally, the last statement about the hope for Allah's blessings on the activity reflects the religious or spiritual value in literary learning. Although literature is an artistic field, and appreciation of the religious aspect may not always be directly related, the statement reflects the importance of seeking blessings and divine support in all our activities, including the process of learning and creating. The prayer "Aamiin" indicates a hope for the fulfilment of that supplication (Roads 2018).

Overall, the statement demonstrates an understanding that literary learning is not only related to academic and creative aspects but also to spiritual and religious values that can influence the experience and outcomes of learning.

Conclusion

In literature-related studies on behavior, several behaviors have been found to demonstrate the actualization of prophetic values in students. Some of these behaviors include: arriving on time, which demonstrates discipline in fulfilling tasks and responsibilities. This is closely related to an individual's faith and is a form of transcendence. A devout Muslim will always be disciplined in carrying out any task, including performing the five daily prayers. Lecturers teaching Indonesian literature also demonstrate discipline by arriving on time or providing notification if they are running late or unable to attend. Furthermore, being polite and friendly is an aspect of humanism in social communication. Being polite and friendly reflects the actualization of prophetic values in fulfilling the responsibilities of teaching Indonesian literature.

Moreover, providing motivation is a way to shape strong character and enhance self-confidence. Motivating students to study diligently and read extensively is a prophetic value. This is an aspect of prophetic-based literacy that helps students become hardworking individuals with extensive knowledge. Finally, developing teaching materials based on research findings: Lecturers prepare teaching materials according to the needs of literature learning. These teaching materials contain theories and research findings related to the course. Lecturers use reference sources from research articles to demonstrate creativity in developing teaching materials.

In literature-related studies on language use, there are several sentences that embody prophetic values in literature learning. Some of these sentences are as follows: The opening prayer greeting "Assalamualaikum warohmatullahi wabarokatu" is a prayer greeting that means "May Allah bestow peace, mercy, and blessings upon you." This greeting reflects the prophetic value contained within it. Furthermore, explanations about literature and emotions describe the relationship between literature and emotions, such as a sense of wonder, sadness, joy, amazement, and others. This explanation illustrates that literature will continue to be a strong and relevant force in the future, providing insights and moral messages that are relevant to human life. Lastly, the closing discourse of the meeting expresses gratitude, offers prayers, and bids farewell as a concluding discourse. This discourse carries the hope that today's learning outcomes will have a far greater and meaningful impact in the future.

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