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Teaching Literature, Teaching Values, and Advancing SDG 4: A Case Study of UNESCO Core Values in an Indonesian Islamic University

Masulah, Fabiola Dharmawanti Kurnia, Ali Mustofa

Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: To investigate lecturers' and students' views of UNESCO core values in literature teaching and to examine how these values are manifested in literary learning at a Muhammadiyah University in East Java, Indonesia. **Method:** Employing a qualitative case study design involving three literature lecturers and thirty-one undergraduate students. Data were collected through questionnaires, semi-structured interviews, classroom observations, literary analysis activities, field notes, and document analysis. **Results:** The findings show that both lecturers and students strongly support the integration of UNESCO core values into literature teaching. Among the eight UNESCO core values, religiosity emerged as the most dominant value, reflecting the institutional philosophy of Muhammadiyah education. The values were integrated through literary analysis, classroom interaction, teaching materials, and lecturers' role modeling. Literature classrooms also promoted empathy, tolerance, responsibility, compassion, and social awareness while maintaining literary appreciation and critical inquiry. **Novelty:** Offering a novel contribution by examining the integration of UNESCO Core Values into literature teaching within an Indonesian Islamic higher education context, demonstrating how literature can function as a vehicle for values-based education while advancing Sustainable Development Goal 4 (Quality Education), particularly Target 4.7, which emphasizes education for sustainable development, global citizenship, cultural diversity, and the promotion of peace and human values. The findings extend the discourse on holistic education by illustrating how literary learning fosters students' literary competence, ethical awareness, character development, and social responsibility within a faith-based university setting.

INTRODUCTION

Indonesian education is mandated to pursue goals deeper than students' cognitive achievement alone, aiming at the formation of human virtues such as kindness, honesty, compassion, righteousness, peace, love, and non-violence. The National Education System Law (Undang-Undang Sisdiknas No. 20/2003) defines national education as education based on Pancasila and the 1945 Constitution, rooted in religious values and national culture, and responsive to the demands of a changing world (DIKBUD, 2016). In line with these foundational ideas, literary teaching in higher education is expected to be concerned with value issues rather than focusing solely on literary theory or textual analysis. Literature, as a subject, is inherently loaded with cultural and human values and therefore offers rich potential for value education. Research shows that literary teaching has indeed been directed towards value-related goals such as cultural understanding and personal involvement (Svensson & Karlsson, 2020; Ali Imron & Nugrahani, 2019). Approaches like the Personal Growth Approach and the Dialogic Model emphasize the role of literature in engaging students' experiences, emotions, and moral reasoning (Yusufova, 2020; Seymour et al., 2020). In this sense, literary teaching has established itself as a field that should be explicitly connected to cultural and ethical values and not only to aesthetic or linguistic aspects.