Article

Character Values in *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle*: A Content Analysis

Paula Rahma Khalifatunnisa'[1], Susanto[2], Erna Iftanty[3]

ABSTRACT: English literature, especially detective fiction, and character values are important topics that are interesting to be discussed. Even though detective fiction emphasizes the development of education, morals, values, and innovations, however, it consists of essential values called character values. Character values mean emotional intelligence (EQ) and spiritual intelligence (SQ) in a man, which is associated with a host of values. Therefore, this study aims to investigate character values, how they are presented, and how character values affect characters' characterization in *Sherlock Holmes Short Stories* based on the canonical order. The design of the study uses content analysis by Cohen, Manion, and Morrison (2007). The results show that there are 16 character values that are found in *Sherlock Holmes Short Stories*; the character values are presented based on the object in *Sherlock Holmes Short Stories*, so some themes are identified; and character values and characterization in *Sherlock Holmes Short Stories* are related to each other, especially in finding character development.

Keywords: Literature, *Sherlock Holmes Short Stories*, Character Values, Character, Characterization.

To cite this article: -

[1] Paula Rahma Khalifatunnisa, S.Pd., Islamic State University (UIN) of Sayyid Ali Rahmatullah Tulungagung, English Language and Education Department, Indonesia. E-mail: rahmapaula0@gmail.com

[2] Dr. Susanto, S.S., M.Pd., Islamic State University (UIN) of Sayyid Ali Rahmatullah Tulungagung, English Language and Education Department, Indonesia. E-mail: damarsusanto53@gmail.com

[3] Dr. Erna Iftanty, S.S., M.Pd., Islamic State University (UIN) of Sayyid Ali Rahmatullah Tulungagung, English Language and Education Department, Indonesia. E-mail: ernataufic72@gmail.com

INTRODUCTION

Literature and character values are important topics that are interesting to be discussed, especially nowadays. Literature has existed for a long time ago and has reflected the development of languages, cultures, genres, and styles. Therefore, it is a medium that can be used in conveying human ideas, thoughts, and feelings. As time passed, the definition of literature is always developed from time to time due to the trends, ideologies, motivations, values, moralities, and cultures beyond humans and civilization (Wolfreys, 2010; Dobie, 2011). So, it is acknowledged that literature is the same among the countries, however, can be developed under the trends, ideologies, motivations, moralities, values, and cultures.

English literature is one of the literary genres that has given an insight into humans' lives, knowledge, and values. English literature, here, is the name of specific literature which is as same as British literature. Consistent with Wolfreys (2010), it reflects the records of humans' spirits, thoughts, emotions, and the history of the human soul which cannot be separated from the development of human civilization. The peak of British literature happens in the Victorian age and Edwardian age, which lie in the mid and end of the nineteenth century (Long, 2019; Moran, 2006). In those ages, British literature has come the lean years, however, many writers and poets were still involved in the development of English and its democracy (Long, 2009), until they invented a new genre called detective fiction.

Detective fiction is derived from several subgenres, such as mysteries, crimes, and adventures (Rzepka, 2005; Roth, 1995; James, 2009), that exists clever detective, a mystery, and investigations. Besides that, it engages the readers' reasoning ability by offering a fair play game between the reader and the fictional detective in chasing the criminal. Moreover, according to Roth (1995) and Long (2019), it may relate to the rise of literature, education, morals, socials, values, and innovations that can be shown by modern policing methods and the use of forensic techniques. One of the popular detective fiction that represents that statement is called *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle*.

Sherlock Holmes Short Stories by *Sir Arthur Conan Doyle* is included in a collection of short narratives that are written and published as a narrative sequence of events or episodes in some magazines (Liggins, et al., 2017; Reid, 2017). *Sherlock Holmes Short Stories* was first published in the *Strand* and became commercial reading in the nineteenth century (Redmond, 2009). Therefore, they are arranged in an order based on their first publication in the *Strand* called the "Canonical". As they are arranged based on the date of the first publication, *Sherlock Holmes Short Stories* may be affected by the author's background, which are included sociological and psychological aspects (Melikhov, et al., 2020; Nuraeni & Sagala, 2019; Mario, 2015; Veselská, 2014; Rumain, 2021), that relates to the author's real-life experiences (Redmond, 2009; Mario, 2015; Veselská, 2014; Rumain, 2021; Johnson & Olson, 2021) that carries some values in it.

Values describe as standards or characteristics in defining a thing as good or bad, pleasant or unpleasant, and appropriate or inappropriate (Rokeach, 2008). One of the values that exist and are important nowadays is called character values. Character values mean values that are formed from the unbalanced portion between moral and competence development in educational sectors and schools (Licktona, 1991; Rokeach, 2008). Besides that, according to Akbar and Sulkifli (2021), character values can be described as emotional intelligence (EQ) and spiritual intelligence (SQ) which are associated with a host of values (Rudd, 2005) and assumed to develop the learner's ability to behave properly both religious and as the leader of the world (Ramdhani & Muhammadiyah, 2015). So, the recent global issues in educational sectors, such as globalization, suicide and bullying rate, and the development of information and technology (Dalmeri, 2014; Prasetya, 2020; Davidson, et al., 2008; Harahap, 2019; Nuh, 2010; Suhadisiwi, 2018; Fernanda, 2018) can be subdued due to their positive and good characters of well-mannered mannered citizens, prosperous life, and fulfilling life (Harahap, 2019).

Therefore, Indonesia is one of the countries that apply character values to its curricula, lesson plans, school activities, and materials. The application of character values in educational sectors in Indonesia is based on the Constitution of Indonesia no. 20/2013 which states the national education system and the objectives of national education of Indonesia. Besides that, under the umbrella of the Presidential Decree of Indonesia no. 87/2017 and the Ministerial Regulation of Indonesia no. 20/2018, character values and their reinforcement are needed since character values in Indonesia are derived from religious values, Pancasila, Indonesian cultures, and the objectives of national education (Nuh, 2010). Those character values are mentioned in the Ministry of Education Indonesia (2010) in *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa* and Local Government of Sintang Regulation no. 26/2018 and included religious, honest, tolerance, discipline, hard-working/ perseverance, creative, selfstanding/ independent, democratic, curious, nationalistic, patriotic, appreciative, friendly/communicative, peace-loving, like to reading/ bibliophile, environment awareness, social-mindful, and responsible.

So, from the explanations above, it can be acknowledged that literature and character values may have a relationship which can be acknowledged by how some traits and values, especially character values, are carried out by a character in a narrative text. Characters are the "actors" and "actresses" that are appeared in a story in a form of a person and/or animal (Rimmon-Kenan, 2003; Tomlinson & Lynch-Brown, 1996, Sawitri, 2012; Burke, 2012). They are related to personality traits because they carry out character values that are wanted to be implied by the author in the form of personality traits. In implying the personality traits, an author has a way to help the readers recognize the personality traits and character values which is called characterization. Characterization means the way an author helps the reader to know the character whether by using exposition, dialogue, and/or action (Rimmon-Kenan, 2003; Schirova, 2006; Tomlinson & Lynch-Brown, 1996; Burke, 2012). So, to know their personality traits and character values, it is important to know the characterization which is implied and expressed in the form of exposition, characters' dialogues, and/or actions.

Based on the explanations above, it can be acknowledged that character values and literature are interesting topics to be studied. Some of the researchers (Astuti, et al., 2019; Setyawan, et al., 2021; Wiranti, et al., 2021; Irfadhila & Rahmawati, 2021; Miftahurrisqi, et al., 2021) have conducted studies focusing on character values in literature and other media. From their research, it is known that the similarities lie in the type of study and the object of the study which is in the form of movies, novels, and short stories. Therefore, the differences lie in the design and approach of the study, the specific literature that is used, and the objective of the study. This study uses content analysis by Cohen, Manion, and Morrison (2007) with the approach of the study is using the objective approach. Then, as the object, it is used 5 short stories from *Sherlock Holmes Short Stories #1* and *#2* by *Sir Arthur Conan Doyle* that is published by Gramedia Pustaka Utama in 2021. Moreover, as the objective of the study, it is focused on finding the character values, analyzing how they are presented, and analyzing how character values affect the characters' characterization in *Sherlock Holmes Short Stories* based on their canonical order.

Besides that, it is found that some studies that investigated the content of *Sherlock Holmes* and the author, *Sir Arthur Conan Doyle*, acknowledged the sociological and psychological aspects of

Sherlock Holmes (Veselská, 2014; Bačík, 2013; Mario, 2015; Didierjean & Gobet, 2008; Didierjean & Gobet, 2008; Centor & Heudebert, 2021; Rumain, 2021; Yasmin, 2017; Melikhov, et al., 2020; Moore & Colburn, 1983; Nuraeni & Sagala, 2019; Genot, 2020; Suratno, 2020; Al-Shennag, 2021). From their results, it can be acknowledged that Sherlock Holmes may psychologically and mentally ill which leads to autism, psychopath, or narcissism, even though his methods in revealing the mysteries are beyond expectations. However, it should be taken into account that Sherlock Holmes is always described and depicted by Dr. Watson from his neurotypical perspective which sees him as a normal person (Johnson & Olson, 2021). Therefore, it can be known that above his psychological and mental diagnoses, Sherlock Holmes, Dr. Watson's, and other characters' traits that consist of character values are needed to be investigated. Then, based on the explanations above, this study aims to find character values, analyze how they are presented, and analyze how character values affect characters' characterization based on their canonical order in the form of content analysis.

METHODS

This study is using content analysis by Cohen, Manion, and Morrison (2007) as the design of the study in finding character values, analyzing how character values are presented, and analyzing how character values affect characters' characterization based on the short stories' canonical order. As for the data, this study uses *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle* which was published by Gramedia Pustaka Utama in 2021. The short stories that are chosen are *A Scandal in Bohemia* (July 1891), *A Case of Identity* (September 2891), *The Boscombe Valley Mystery* (October 1891), *The Copper Beeches* (December 1891), and *The Man with Twisted Lips* (June 1892).

Therefore as the specific data, it uses the statement of the character, author descriptions of the characters, and the character's opinion on a certain character in *Sherlock Holmes Short Stories* that consist of character values. Then, the method of collecting data are using documentation, and the method of data analysis is using qualitative data analysis by Miles, Huberman, and Saldana (2014). Lastly, as the approach, the objective approach is used and focused on the content of *Sherlock Holmes Short Stories #1 & #2* by *Sir Arthur Conan Doyle* (2021).

RESULTS

This study showed that there are 16 character values that were found in *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle*. The character values include religious, honest, tolerance, discipline, hardworking/perseverance, creative, selfstanding/independent, democratic, curious, appreciative, friendly/communicative, peace-loving, like to reading/bibliophile, environment awareness, social-mindful, and responsible. The table matrices below will present the sample of character values that are found in *Sherlock Holmes Short Stories* and how they are presented.

NO.	Character Values	Availability		No. Data/ Story Code/Volume/ Page/Lines	Words/ Sentences/ Paragraphs Clues	Form of Character Values/Characterization
		YES	NO			
1.	**Religious (Re)**	X		▪ 64/ASB 1891/02/29/628 ▪ 171/BVM 1891/01/21/439-440 ▪ Etc.	▪ "'Thank God,' he cried. ▪ "… God help you in your undertaking."	▪ **Form of Character Values** Grateful, praying for protection ad blessing, and praying for God's forgiveness ▪ **Characterization**

						Indirect- speech and action
2.	**Honest (Hn)**	X		▪ 01/ASB 1891/02/09/01-03 ▪ 91/ACI 1891/02/49/04-16 ▪ Etc.	▪ … He was, I take it, the most perfect reasoning and observing machine that the world has seen … ▪ "Some ten or twelve, but none which present any feature of interest. …"	▪ **Form of Character Values** Honest to the readers, honest to a close friend, honest to a client, honest to all of the witnesses, honest to the family members, honest to the suspect, and honest to the inspector. ▪ **Characterization** Indirect- speech, action, and the analogy between characters
3.	**Tolerance (Tl)**	X		▪ 04/ASB 1891/02/09-10/15-19 ▪ 189/BVM 1891/01/26/588-593 ▪ Etc.	▪ … He was still, as ever, deeply attracted by the study of crime, …	▪ **Form of Character Values** Tolerance of a close friend's traits and habits, tolerance of Holmes's deduction method, tolerance of other detectives' methods, tolerance of the suspect's deeds and motives, and tolerance of the client's traits and habits ▪ **Characterization** Indirect- speech
4.	**Discipline (Dc)**	X		▪ 55/ASB 1891/02/24/363 ▪ 92/ACI 1891/02/49-50/17-21 ▪ Etc.	▪ At three o'clock precisely I was at Baker Street, …	▪ **Form of Character Values** Punctual, discipline to the law, efficient/practical ▪ **Characterization** Indirect- speech and action
5.	**Hard-working/ Perseverance (Hw/P)**	X		▪ 27/ASB 1891/02/15/175-176 ▪ 96/ACI 1891/02/50-51/47-54 ▪ Etc.	▪ I did so, and saw a large "E" with a small "g," a "P," and a large "G" with a small "t" woven into the texture of the paper … ▪ "… It was not mere curiosity, though I have my share of that. It was more a feeling of duty …"	▪ **Form of Character Values** Hardworking in explaining and confirming the fact, hardworking in explaining deduction method, hardworking in revealing the mysteries, hardworking in assuring the client, hardworking in gathering the data, hardworking for an attempt, and hardworking in convincing the suspect ▪ **Characterization** Indirect- speech, action, and the analogy between character
6.	**Creative (Ct)**	X		▪ 58/ASB 1891/02/25/486-491 ▪ 310/TCP 1891/01/77/956-963 ▪ Etc.	▪ … a drunken-looking groom, ill-kempt and side-whiskered, with an inflamed face and disreputable clothes, walked	▪ **Form of Character Values** Creative in disguising to gather the data, creative in arranging the plan to solve the case, creative in disguising to solving the case, and creative in

					into the room. …	using the opportunity to gather the data ▪ **Characterization** Indirect- speech and action
7.	**Selfstanding/Independent (Ss/I)**	**X**		▪ 27/ASB 1891/02/15/175-176 ▪ 130/ACI 1891/02/67/556-561 ▪ Etc.	▪ I carefully examined the writing, and the paper upon which it was written. …" ▪ … I could manage it better if I were alone. …	▪ **Form of Character Values** Independent in solving the matter and independent in revealing the mysteries ▪ **Characterization** Indirect- speech, action, and the analogy between characters
8.	**Democratic (Dm)**	**X**		▪ 67/ASB 1891/02/31/671-676 ▪ 166/BVM 1891/01/15/254-257 ▪ Etc.	▪ The law cannot, as you say, touch you," said Holmes, unlocking and throwing open the door, "yet there never was a man who deserved punishment more. …"	▪ **Form of Character Values** Democratic to someone's rights and justice and democratic to his profession's rights and duties ▪ **Characterization** Indirect- speech and the analogy between characters
9.	**Curious (Cr)**	**X**		▪ 65/ASB 1891/02/30/653-657 ▪ 99/ACI 1891/02/51-52/76-93 ▪ Etc.	▪ I was seized with a keen desire to see Holmes again, and to know how he was employing his extraordinary powers. … ▪ "Then, how do you know?"	▪ **Form of Character Values** Curious about a close friend's traits and habits, curious about the fact and situation, curious about a close friend's thinking and doing, curious about the deduction method, curious about the mysteries, curious about the client, curious about the family members' thinking and doing, curious about the suspect, curious about other methods, curious about a friend's thinking and doing, and curious about Holmes and Dr. Watson's decisions ▪ **Characterization** Indirect- speech, action, and the analogy between characters
10.	**Appreciative (Ap)**	**X**		▪ 02/ASB 1891/02/09/08-11 ▪ 97/ACI 1891/02/51/64-67 ▪ Etc.	▪ … He was, I take it, the most perfect reasoning and observing machine that the world has seen, …	▪ **Form of Character Values** Acknowledging a friend's abilities and strengths, acknowledging a friend's achievement, acknowledging the client's bravery and honesty, acknowledging someone's effort, and acknowledging other detectives' methods ▪ **Characterization**

						Indirect- speech
11.	**Friendly/ Communicative (Fd/C)**	X		▪ 15/ASB 1891/02/11/75-76 ▪ 103/ACI 1891/02/54/141-155 ▪ Etc.	▪ His manner was not effusive. It seldom was; but he was glad, I think, to see me. ▪ "Not a bit, Doctor. Stay where you are. I am lost without my Boswell. …	▪ **Form of Character Values** Friendly to a friend, friendly to the client, friendly to the detective, friendly to the suspect, and friendly to a stranger ▪ **Characterization** Indirect- speech, action, and the analogy between characters
12.	**Peace-loving (Pl)**	X		▪ 36/ASB 1891/02/18/269-271 ▪ 123/ACI 1891/02/63/421-424 ▪ Etc.	▪ "Pray take a seat," said Holmes. "This is my friend and colleague, Dr. Watson, … ▪ "I hope we may clear him, Miss Turner," said Sherlock.	▪ **Form of Character Values** Peace-loving to the client, peace-loving to the family members, peace-loving to a stranger, peace-loving to the friend's family members, and peace-loving to the detective ▪ **Characterization** Indirect- speech, action, and the analogy between characters
13.	**Like to reading/ Bibliophile (Lr/B)**	X		▪ 31/ASB 1891/02/15/194-199 ▪ 275/TCP 1891/01/60/442-444 ▪ Etc.	▪ "… Now for the 'Eg.' Let us glance at our Continental Gazetteer." ▪ …I rang the bell and called for the weekly county paper, which contained a verbatim account of the inquest. …	▪ **Form of Character Values** - ▪ **Characterization** Indirect- speech and action
14.	**Environment Awareness (Ea)**	X		▪ 276/TCP 1891/01/60-61/444-451	▪ "…, but after we had passed the Hampshire border he threw them down and began to admire the scenery. …"	▪ **Form of Character Values** - ▪ **Characterization** Indirect- speech
15.	**Social-mindful (Sc)**	X		▪ 41/ASB 1891/02/19/315-317 ▪ 120/ACI 1891/02/62/398-402 ▪ Etc.	▪ "I shall glance into the case for you," said Holmes, … ▪ "You may rely upon my doing all that I can."	▪ **Form of Character Values** Assisting the client, assisting a friend, assisting a stranger, assisting the suspect, assisting the victim, assisting the patient, and assisting the detective ▪ **Characterization** Indirect- speech, action, and the analogy between characters
16.	**Responsible (Rp)**	X		▪ 12/ASB 1891/02/11/54-57	▪ "Then I shall drop you a line to let you know	▪ **Form of Character Values** Responsible for the patient, responsible for

			• 140/ACI 1891/02/74-75/787-792 • Etc.	how we progress." • "… yet there never was a man who deserved punishment more. …"	the profession, responsible for the client and the case, responsible for the family members, responsible for their deeds, responsible for the suspect and their confession, responsible for someone's life and freedom, responsible for a friend, responsible for the explanations, and responsible for their life • **Characterization** Indirect- speech

DISCUSSION

After conducting content analysis and analyzing the findings by using qualitative data analysis by Miles, Huberman, and Saldana (2014), several points can be taken into account.

1. **Character values exist in *Sherlock Holmes Short Stories* by *Sir Arthur Conan Doyle***

   Character values are found in *Sherlock Holmes Short Stories* and 16 from 18 character values are found. The character values are religious, honest, tolerance, discipline, hardworking/perseverance, creative, selfstanding/independent, democratic, curious, appreciative, friendly/communicative, peace-loving, like to reading/bibliophile, environment awareness, social-mindful, and responsibility. Meanwhile, patriotic and nationalistic do not exist in *Sherlock Holmes Short Stories*. Moreover, the themes, that are identified from 16 character values, are based on the objects in *Sherlock Holmes Short Stories* that accept or respond to the character's speeches or actions which are contained character values. For example, the character value hardworking can be distinguished as hardworking in explaining and confirming the fact, hardworking in revealing mysteries, hardworking in gathering the data, hardworking in explaining deduction, etc.

   Therefore, how character values can be found in literature or literary work is consistent with the previous studies (Astuti, et al., 2019; Setyawan, et al., 2021; Wiranti, et al., 2021; Irfadhila & Rahmawati, 2021; Miftahurrisqi, et al., 2021). From all of them, several character values are found and only one study can find all 18 character values based on the objects and 24 character values based on the context (Irfadhila & Rahmawati, 2021). Then, this study can acknowledge 16 character values that the branches called themes are based on the context called object. Moreover, it can be proven that this study has improved in the terms of the analysis of characterization in speech, dialog, and the analogy between characters; and the relationship between character values and characterization in *Sherlock Holmes Short Stories*.

   How character values can be improved based on the context or contextual objects in *Sherlock Holmes Short Stories*, which are based on the situation, orientation, time, and culture, are consistent with Althof & Berkowitz (2006), Suhadisiwi (2018), and Fernanda (2018). They stated that the elements in character values that include the values, concepts, and definitions may be varied because of the different cultures, times, objectives, and situations. Besides that, because character values are part of values as well, their

development into several branches that are based on the time and situation is considered and allowed (Licktona, 1991). Therefore, the character values improvisation or development are found due to several contextual objects in *Sherlock Holmes Short Stories* that are in the forms of investigation tools or objects in revealing how character values are presented in *Sherlock Holmes Short Stories*.

Even though the meaning of character values that are found in *Sherlock Holmes Short Stories* is the same as the meaning of character values by the Ministry of Education Indonesia (2010), however, the development of them has occurred as well. The development of their meanings is mostly based on the object in *Sherlock Holmes Short Stories* and might reveal important clues if the speeches or the actions that contain the same character values are placed in the same group and analyzed together. For example, the findings in honest to a close friend can acknowledge the deep of the characters' close relationship. In *Sherlock Holmes Short Stories*, honest to a close friend is always performed by Holmes and Dr. Watson, then it can be known that their relationship is so close, which can be called best friends, and there is no secret behind them. Then, if these findings are analyzed based on the context, their honesty makes them become a great team while revealing the mysteries.

The generalization or grouping of some specific themes into a general topic of character values is consistent with Licktona (1991) that character values initially come from three main aspects called knowing the good, desiring the good, and doing the good. So, the characteristics of a best friend in honest, especially honest to a close friend, show that the character values honest involves cognitive, attitude, motivation, and behavior. Then, it can be acknowledged that all character values come from the three basic concepts of character values, such as moral knowledge, moral feeling, and moral behavior (Licktona, 1991). Moreover, it should be taken into account that character values might be able to be developed or generalized, however, they can only develop based on their circumstances or contexts, and so character values that are found in *Sherlock Holmes Short Stories*. In this study, the context of literature called detective fiction entitled *Sherlock Holmes Short Stories* is used and found. So, the character values that are found and analyzed are contexted to the objects or contexts in it as well.

Besides that, it can be acknowledged that in a sentence, paragraph, or dialog in the statement of the character, author descriptions of the characters, and the character's opinion on a certain character might have more than a character value or refer to other characters' traits. This finding mostly occurs in a sentence, paragraph, or dialog that consists of the character values of hardworking, curious, honest, democratic, and responsible. This can happen because the contexts and characterizations are used and linked in the finding analysis. This statement is consistent with characterization analysis that might show more than a character in the speech, action, or the analysis between characters (Rimmon-Kenan, 2003). So, it can be acknowledged that a character indicator does not always purpose for one trait, and the appearance of other character values in a character characterization might happen.

Hence, it can be acknowledged that honest, curious, hardworking, democratic, and responsible have become important parts of conveying the character values and the main stories of *Sherlock Holmes Short Stories*. Even though in the findings, the character values results are separated from each other, however, based on the context and characterization, indirectly they become a unit that is related to each other. For example, if Holmes did not honest with Dr. Watson about the evidence and the mysteries, they might not solve the case that they had taken. On the other hand, without Dr. Watson's curiosity, Holmes never had a companion who can be talked to and he might not reveal his deduction. So, in the end, Dr. Watson would not become Holmes's chronicler because there would not be any hardworking or responsible for their case. Besides that, due to their honesty and curiosity, they might not reveal and know the truth, so Holmes and Dr. Watson might not act democratically toward the suspect who had reasonable motives. So, based on the character values that are emphasized in *Sherlock Holmes Short Stories*, they tell us to become honest, curious, hardworking, democratic, and responsible men.

Besides that, from Holmes's clients' point of view, it is acknowledged that their honesty about their confessions makes a difference in their life. They did so because they were aware that without telling their problems, they will always stick to it and never know the truth. Then, from the character value of hardworking/perseverance, it tells the readers that they should do their best in accomplishing the tasks and duties. It can be depicted by how Holmes and Dr. Watson always did their best in gathering the data and solving the case properly. Therefore, the most essential in *Sherlock Holmes Short Stories* is curious that the readers should develop their critical thinking in chasing the suspect and revealing the mysteries.

The relationship between curious and critical thinking is consistent with Rzepka (2005) and Thomas (2003) who stated detective fiction is part of the rise of education and innovations which is applied to the modern policing methods that tell the readers about the deduction method. Therefore, the deduction method that is mostly used in detective fiction might improve someone's reasoning and logic because it let the readers imagine, chase, and guess the mysteries and the suspect. Moreover, as it is stated by Didierjean & Gobet (2008), deduction and other methods might be applied in detective fiction since the logical aspects were more highly accepted to develop men's innovation and critical thinking.

Then, besides the deduction method in curiosity, democracy might include an essential point that should be taken into account as well. In *Sherlock Holmes Short Stories*, it is acknowledged that democracy presents rights and justice. It can be known from the situation when Holmes and Dr. Watson sometimes let the suspect go and never told their secrets. They show the readers that not all crimes have to be solved by the law as long as the one who conducts it gives a reasonable reason for their motives. This is in line with Long (2009) who stated in the British tradition, that crime, violence, and social chaos are represented as an abnormality, virtue, and good order. Then, it can be known that detective fiction may confirm the readers' belief in their morality and morals, besides that it might show the morals through the character values called democratic.

Therefore, the 16 character values in *Sherlock Holmes Short Stories* can show how they are clearly described in the story and can be used in the context of introducing, teaching, and nurturing character values in Indonesia. Even though, they might be described in different cultures and contexts, however, some of them have the same meaning as the character values in the Indonesian context. So, it can be known that the principle and the meaning of character values are almost the same in every part of the world, even though the cultures are different from each other. Based on Althof & Berkowitz (2006), Suhadisiwi (2018), and Fernanda (2018), it is known that character values can be distinguished from cultures, times, and situations; and it should be taken into account that character values are good characters and aspects due to they come from three good aspects and values. Then, in Indonesia, character values are always used and useful since they are needed in school and classroom situations. As derived from Government Regulation no.17/2010, one of the purposes of character values is to develop students' potential, habits, and attitudes. So, character values that appear in *Sherlock Holmes Short Stories* can be applied and learned in the Indonesian context as well.

2. **Indirect characterization is the mostly used characterization in *Sherlock Holmes Short Stories***

Characterization in *Sherlock Holmes Short Stories* is investigated as well, and it is shown that speech is the most type of characterization in *Sherlock Holmes Short Stories* and then followed by actions and the analogy between characters. In characterization through action, it is found that one-time action and habitual action are presented in the form of the act of commission. Meanwhile, the analogy between characters is presented in the form of reinforcement by analogy. Then, all of them are grouped into a group called indirect characterization.

As it is stated before, characterization is a way for an author to help the reader to know the character by using exposition, dialogue, and action. The indirect characterization that is found in *Sherlock Holmes Short Stories* is in line with Rimmon-Kennan (2003) who stated the textual indicator of characters is presented in two forms, they are indirect and direct. Indirect characterization can be described as picturing and representing that leaves the reader to infer the quality of a character. Besides that, indirect characterization can be presented as action, speech, external appearance, environment, and reinforcement by analogy. Therefore in *Sherlock Holmes Short Stories*, it is presented in speech, actions, and the analogy between characters.

As it is stated before, in *Sherlock Holmes Short Stories*, indirect characterization is mostly presented by speech. Therefore, they are presented in the form of an explanation that consists of the fact, a confession whether about the problem or confession, or an explanation of deduction. However, it is found that the form of dialog or conversation has different characterization that can be called the analogy between characters. Moreover, the analogy between characters is found and applied when two or more characters are in the same situation and context in a dialog or conversation.

Hence, it should be taken into account that the analogy between characters cannot be applied to all of the character values that are found in *Sherlock Holmes Short Stories*. It is acknowledged that the link between speech and the analogy between characters mostly appears in curious, honest, and hardworking. Therefore the position of the speech that exists in the analogy between characters mostly appears after a question in a form of question-answer dialog. However, if the form is presented as explanation-respond, then both of the elements exist as the analogy between characters. Although the findings say so, however, there are not any patterns that indicated the pattern of the analogy between characters. Moreover, according to Rimmon-Kennan (2003), the analogy between characters only means the improvement analysis, which is different from indirect presentation, which uses a purely textual link, independent of story-causality which analyzes two characters in a similar situation.

On the other hand, the characterization in the form of action in *Sherlock Holmes Short Stories* is mostly presented as one-time actions and habitual actions that are performed by both the minor and major characters. The minor characters who perform a character value as their habitual action can be shown by their way of performing the trait, how it can be proven by other traits, or how the traits appear in the same or a different situation. Therefore, character values that always exist as habitual actions are friendly/communicative, like to reading/bibliophile, and peace-loving.

Moreover, the major characters who perform character values as a one-time action can be found they need or have to take a quick step or quick decision that will make change the situation in no time. The character values that exist in this type are hard-working, self-standing, and social-mindful. The explanations about one-time action and habitual action are consistent with Rimmon-Kennan (2003) that stated one-time action performs the dynamic aspect of a character that plays a part in the turning point in the story. Meanwhile, habitual action performs static aspects or permanent aspects of a character.

3. **In *Sherlock Holmes Short Stories*, character values are related to the characterization of the characters**

In *Sherlock Holmes Short Stories*, as it is stated before, character values are inside the speech, action, and dialog between the characters. Meanwhile, their characterization is presented in the form of speech, action, and dialog as well. So, it can be acknowledged that the speech and action in characterization must have a character value in it and describe the character in the character's traits. However, it should be taken into account that an in-depth analysis should be conducted. According to Schirova (2006) and Rimmon-Kennan (2003), characters are said to the personality traits that may consider character development. So, between character values and characterization, they might have a relationship.

The relationship between characterization and character values can be identified by some character values that might develop from time to time in the stories. It can be proven by the relationship between character values and characterization that leads to character development within a character. In this study, it can be acknowledged that some character

values are developed from time to time based on the canonical order of *Sherlock Holmes Short Stories*. Therefore, it should be taken into account that characterization in the form of speech, action, and dialog, that is always appeared in each short story based on the canonical order, is always performed by the major characters. The major characters who perform them have one special characteristic which is called round character. Round character allows the major character traits to be always developed in the storyline or the series in canonical order. So, the characterization might be able to be used in analyzing the development of the characters as well. Then, from the previous explanations, it can be known that character development might be related to the flat character and round character within a character.

This is consistent with Schirova (2006), Rimmon-Kennan (2003), and Tomlinson & Lynch-Brown (1996) who stated the characteristics of the characters in character development. It is acknowledged that characters are distinguished between flat and round characters. A flat character is a character whose traits can be described in a sentence, meanwhile, a round character is a character that has more than a trait and always develop in the course of action. The round character can be called a dynamic character because it always develops from time to time in the plot and has a personality as same as the real person. Therefore, in *Sherlock Holmes Short Stories*, it is acknowledged that the characters that have round characters are the major characters, Holmes and Dr. Watson, and a minor character called Miss Hunter in *The Copper Beeches*.

However, it should be taken into account that the characterization in *Sherlock Holmes Short Stories* is from Dr. Watson's perspective whether they are presented by his own actions or speeches, or by explaining Holmes's moves or explanations. Therefore, it can be acknowledged that *Sherlock Holmes Short Stories* are using the first-person perspective that might relate to the author's background as well. The author's background and the situation at that time may affect the storyline, the character, and the characterization. For example, in the character values of honest, tolerance, and hardworking, the author described everything that he wants through Dr. Watson who described Holmes's strange and critical traits and habits in an investigation as something natural and important, even though the other characters or detectives said Holmes's habits and actions were strange and abnormal.

The connection between the first-person perspective and the author's background in *Sherlock Holmes Short Stories* is consistent with Johnson & Olson (2021) who stated *Sherlock Holmes Short Story* might come from the real-life experiences of the author himself, *Sir Arthur Conan Doyle*. It can be proven by the evidence of Sherlock Holmes was inspired by his teacher, Dr. Joseph Bell who was a master of observation and deduction, meanwhile, Dr. Watson was depicted by himself (Redmond, 2009; Doyle, 2000-2022). So, it is acknowledged that Dr. Watson's point of view, which sees Holmes's character as a normal character, comes from the real-life experiences and situations of the author. Besides that, the sociological aspects like the Golden Age, social and economic life concerns in London, and the author's originality might have been affected as well (Melikhov, et al., 2020; Nuraeni & Sagala, 2019; Suratno, 2020; Mario, 2015).

So, from the previous explanations, it can be concluded that in defining and analyzing character values in *Sherlock Holmes Short Stories*, the characterization, and the development of a character's traits should not be considered from the values and the characterization only, however, the sociological aspect and the author's background should be taken into account as well. This statement is in line with Rimmon-Kennan (2003) who stated the enumeration of characterization must be taken into account, especially the interest of the critic, the kind of character, the thematic concern, the genre, the preference of the author, and the norms of the period.

4. **Characterizations that are found in *Sherlock Holmes Short Stories* can be used in analyzing the development of character values**

As stated before, the development of character values is found in *Sherlock Holmes Short Stories* which can be seen from the relations between character values that exist in characters' speeches and actions, characterization, and the canonical order of *Sherlock Holmes Short Stories*. Moreover, the analysis of the development of character and character values might lead to hidden meanings and/or the author's purposes. The development of character values in *Sherlock Holmes Short Stories* is found in character values namely honest, tolerance, discipline, creative, hardworking/perseverance, democratic, curious, appreciative, and responsible.

Even though some of them are called development, however, some character values are indicated as being in a state of regression which means their speech or actions that contain character values in their characterization is fading or moving to other character values. For example, Dr. Watson's honesty when he did not understand the situation and his curiosity about Holmes's deduction method slowly fades and moves to Holmes's hardworking and honesty. Based on the story that has been arranged based on their canonical order, he tended to explain how Holmes solved the case rather than explain how confused he was. Moreover, the regression is shown in Holmes's democracy as well which can be acknowledged by his speeches and actions. Even though they indicate development, however, from his psychology indicated mental or psychological regression. It can be acknowledged that he was obsessed with helping people who needed his help, especially in terms of crimes and laws. Therefore, in this case, his obsession is called hero syndrome which means someone who acts himself as a hero that should help people no matter what happened.

So, it can be concluded that the author of *Sherlock Holmes Short Stories*, *Sir Arthur Conan Doyle*, might want to state his purpose by telling the readers about the positive relationship, habits, and deduction method development in Holmes after he acquainted with Dr. Watson. However, at the same time, he showed the state of psychological regression when a character was applying too much or too less character values in their lives. It can be found by hero syndrome that is found in Holmes's democratic character values. This finding is in line with some studies' results that found Holmes might have been psychologically and mentally ill and is likely diagnosed with autism, psychopath, or narcissism (Mario, 2015; Veselská, 2014; Rumain, 2021; Yasmin, 2017). On the other hand, the development of Holmes's traits, habits, and methods show how logical aspects were

highly accepted at that time and led to the development of some innovation and critical thinking (Didierjean & Gobet, 2008). So, that becomes one of the reasons why some of the authors at that time did not aware of the psychological aspects and diagnoses when a character has too high intelligence. However, the rise in logical aspects of a character may show the development of science deduction and analysis, forensic science, and law enforcement at that time (Al-Shennag, 2021; Didierjean & Gobet, 2008; Genot, 2020; Centor & Heudebert, 2021).

CONCLUSION

Sherlock Holmes Short Stories by *Sir Arthur Conan Doyle* is indeed a detective mystery that has a lot of values that can be learned. It can be concluded from the analysis results that showed 16 character values based on the Ministry of Education Indonesia (2010) are found in *Sherlock Holmes Short Stories*. The character values that are found, such as religious, honest, tolerance, discipline, hardworking/perseverance, creative, selfstanding/independent, democratic, curious, appreciative, friendly/communicative, peace-loving, like to reading/bibliophile, environment awareness, social-mindful, and responsibility. Therefore, it is acknowledged as well that *Sherlock Holmes Short Stories* emphasize the character values of honest, hardworking, democratic, curious, and responsible if they are arranged based on canonical order. Moreover, some themes are identified as well due to the improvement or the development of the character values in *Sherlock Holmes Short Stories* that are based on the objects, contexts, or elements in them. This can be found due to the focus of the study that investigates the form of character values that are found in *Sherlock Holmes Short Stories*. Then, it is acknowledged that the character values of religious, honest, tolerance, discipline, hardworking/perseverance, creative, selfstanding/independent, democratic, curious, appreciative, friendly/communicative, peace-loving, social-mindful, and responsible are the character values that have some developed themes based on the objects, contexts, or elements in *Sherlock Holmes Short Stories*.

Then, the characterization that is mostly appeared in *Sherlock Holmes Short Stories* is indirect characterization in the form of speech and then followed by action and the analogy between characters. In the form of actions, it is concluded that one-time action is mostly performed by major characters, especially when they need to take a quick step or decision or turn the situation up. Therefore, the minor characters who perform habitual actions are always found to show their trait in their speech and action whether in the same or different situations. Moreover, the relationship between character values and characterization in *Sherlock Holmes Short Stories* exists as well. It can be proven by the speech and actions that consist of character values in the characterization must perform or describe and improve the character. In addition, it should be taken into account that an in-depth analysis must be conducted in order to get the meaning.

Hence, the character values and characterization present the character development as well. However, it should be taken into account that, in *Sherlock Holmes Short Stories*, the major character is the one who always performs the character development due to its characteristic called round character. In the end, in defining character development, it should not be considered only from the character values and characterization, however, the sociological, the author's background, and other aspects should be considered as well. So, the general purpose of the author in implying

character values can be identified a little, however, further research about the intention of the author in implying character values through the characterization should be conducted in the future.

REFERENCES

Akbar, F., & Sulkifli, S. (2021). Integrating Character Values in Junior Secondary Student Writing Learning. *Jurnal Konsepsi*, *10*(1), 1-9.

Al-Shennag, L. (2021). The Influence of Forensic Science and Law Enforcement on the Sherlock Holmes Stories.

Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education*, *35*(4), 495-518.

Astuti, R. W., Waluyo, H. J., & Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 215-219.

Burke, R. (2012). *American Short Stories Second Edition*. Iowa: Perfection Learning Corporation.

Centor, R. M., & Heudebert, A. I. (2021). Learning clinical reasoning from the fictional detectives. *Diagnosis*, *8*(4), 425-426.

Cohen, L, Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.

Dalmeri, D. (2014). Pendidikan Untuk Pengembangan Karakter (Telaah terhadap Gagasan Thomas Lickona dalam Educating For Character). *Al-Ulum*, *14*(1), 269-288.

Davidson, M., et al. (2008). Smart & good schools: A new paradigm for high school character education. *Handbook of moral and character education*, *2008*.

Didierjean, A., & Gobet, F. (2008). Can Sherlock Holmes help cognitive psychology?. *Psychology*, *99*, 109-125.

Didierjean, A. & Gobet, F. (2008). Sherlock Holmes–an expert's view of expertise. *British Journal of Psychology*, *99*(1), 109-125.

Dobie, A. B. (2011). *Theory into practice: An introduction to literary criticism*. Boston: Cengage learning.

Doyle, S. A. (2021). *Sherlock Holmes Short Stories #1*. Jakarta: Gramedia Pustaka Utama.

Doyle, S. A. (2021). *Sherlock Holmes Short Stories #2*. Jakarta: Gramedia Pustaka Utama.

Fernanda, N. (2018). *Panduan Praktis Implementasi Penguatan Pendidikan (PPK) Berbasis Masyarakat*. Jakarta: Pusat Analisis Dan Sinkronisasi Kebijakan (PASKA).

Genot, E. J. (2020). The Holmesian logician: Sherlock Holmes'"Science of Deduction and Analysis" and the logic of discovery. *Synthese*, 1-18.

Harahap, A. C. P. (2019). Character Building Pendidikan Karakter. *AL-IRSYAD*, *9*(1).

Irfadhila, D., & Rahmawati, F. P. (2021, September). VALUES OF CHARACTER EDUCATION IN NORTH SUMATERA FOLK STORYBOOKS BY Z. PANGADUAN LUBIS. In *Profunedu International Conference Proceeding* (Vol. 3, pp. 98-102).

James, P. D. (2009). *Talking about detective fiction*. New York: Vintage.

Johnson, M., & Olson, C. J. (Eds.). (2021). *Normalizing Mental Illness and Neurodiversity in Entertainment Media: Quieting the Madness*. Taylor & Francis.

Kemendiknas. (2010). Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa. *Jakarta: Balitbang Kemendiknas*.

Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam.

Liggins, E., et al. (2017). *The British Short Story*. Bloomsbury Publishing.

Long, W. J. (2019). *English Literature: Its History and its significance for the life of the English-speaking World*. Good Press.

Mario, G. (2015). A Psychoanalysis on the Main Character and the Author of Sherlock Holmes: a Study in Scarlet. *Journal. Jakarta: Bina Nusantara University*.

Melikhov, A. G., Nesmelova, O. O., & Bronich, M. K. (2020). History of the Detective Genre: AC Doyle's Series about Sherlock Holmes. *Utopía y Praxis Latinoamericana*, *25*(7), 355-361.

Miftahurrisqi, P., et al. (2021). Character Education Value Content in a Collection of Short Stories Compass 2018 Doa yang Terapung. *Britain International of Linguistics Arts and Education (BIoLAE) Journal*, *3*(2), 151-158.

Miles, M., Huberman, A.M., & Saldana, J. (2014). *Qualitative Data Analysis a Methods Sourcebook*. California: SAGE Publications, Inc.

Moore, M. C. C., & Colburn Jr, K. (1983). Leisure as pleasure: The case of Dr. Watson for sociology. *Free Inquiry in Creative Sociology*, *11*(2), 129-134.

Moran, M. (2006). *Victorian literature and culture*. London: Bloomsbury Publishing.

Nuh, M. (2010). Desain Induk Pendidikan Karakter Kementrian Pendidikan Nasional. *Kementrian Pendidikan Nasional*.

Nuraeni, C., & Sagala, E. K. (2019). Sociological Condition of Conan Doyle and Its Relation to the Setting of a Study in Scarlet Novel. *ESENSI LINGUA*, *1*(1), 14-24.

Prasetiya, B. (2020). THE CRITICAL ANALYSIS OF MORAL EDUCATION IN THE PERSPECTIVE OF AL-GHAZALI, KOHLBERG AND THOMAS LICHONA. *Zawiyah: Jurnal Pemikiran Islam*, *6*(1), 138-157.

Ramdhani, M. A., & Muhammadiyah, H. (2015). The criteria of learning media selection for character education in higher education.

Redmond, C. (2009). *Sherlock Holmes Handbook*. Dundurn.

Reid, I. (2017). *The short story* (Vol. 34). Routledge.

Rimmon-Kenan, S. (2003). *Narrative fiction: Contemporary poetics*. London: Routledge.

Rokeach, M. (2008). *Understanding human values*. New York: Simon and Schuster.

Roth, M. (1995). *Foul & Fair Play: Reading Genre in Classic Detective Fiction*. University of Georgia Press.

Rumain, B. (2021). "A Study in Sherlock: Our Fascination with Pathological Narcissism and the Narcissistic Personality," *PsyArt*, 1-24.

Rzepka, C. J. (2005). *Detective fiction* (Vol. 6). Cambridge: Polity.

Sawitri, K. A. (2012). Method of Characterization and Three Dimensional Aspects of Main Character in Bronte's Jane Eyre. *Jurnal elektronik, Universitas Udayana*, *1*(1).

Schirova, I. A. (2006). How to analyze fiction.

Setyawan, R. D., et al. (2021). AN ANALYSIS OF CHARACTER EDUCATION VALUES IN "BIG BROTHER" MOVIE. *EDUTAMA*.

Suhadisiwi, I. (2018). Panduan praktis implementasi penguatan pendidikan karakter berbasis budaya sekolah.

Suratno, B. E. (2020). Frenchism in the Short Story 'The Red-Headed League'and 'The Final Problem'by Sir Arthur Conan Doyle. *JELLE: Journal Of English Literature, Linguistics, and Education*, *1*(2).

Thomas, R. R. (2003). *Detective fiction and the rise of forensic science* (Vol. 26). Cambridge: Cambridge University Press.

Tomlinson, C. M., & Lynch-Brown, C. (1996). *Essentials of children's literature*. Boston: Allyn and Bacon.

Veselská, M. (2014). History, Development and Characteristics of British Detective Novel and the Significant Representatives of the Genre. *Olomouc: Palacky Üniversitesi Olomouc Felsefe Fakültesi*.

Wiranti, N. K. A., et al. (2021). The Character Education through Moral-Philosophical Approach of The Wonderful Wizard of Oz Novel for Indonesian Student. *Journal of Humanities, Social Science, Public Administration and Management (HUSOCPUMENT)*, *1*(3), 139-146.

Wolfreys, J. (2010). *The English Literature Companion*. New York: Macmillan International Higher Education.

YASMIN, A. R. (2017). The Analysis of the Main Character in Doyle's "The Adventures of Sherlock Holmes: The Boscombe Valley Mystery". *ENGLISH PROSE ANALYSIS*, 1.

_____. (2017). Peraturan Presiden Republik Indonesia nomor 87 tahun 2017 tentang penguatan pendidikan karakter. *Jakarta: Kementerian Sekretariat Negara Republik Indonesia.*

_____. (2018). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 20 Tahun 2018 tentang Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal. *Jakarta.*

_____. (2017). Peraturan Bupati Sintang nomor 26 tahun 2018 tentang penyelenggaraan Pendidikan Karakter pada Saruan Pendidikan di Kabupaten Sintang Tahun 2018. *Sintang: Pemerintah Kabupaten Sintang.*

_____. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.