

Psychoanalytic Study of Literature in the Novel Laskar Pelangi by Andrea Hirata and its Implications for Literature Learning

Morein Gabriela

Manado State University

Donal M. Ratu

Manado State University

Sherly F. Lensun

Manado State University

ABSTRACT

The problems in this research are (1) What are the structural elements that build the novel Laskar Pelangi by Andrea Hirata? (2) What is the character of the main character in the novel Laskar Pelangi by Andrea Hirata? (3) What are the implications of the learning model for the novel Laskar Pelangi by Andrea Hirata in learning literary appreciation in class VIII junior high school? The method used in this research is a qualitative descriptive research method. The research results are as follows: 1. The structure of the novel Laskar Pelangi is (a) Theme; This novel has a theme about education. (b) Characterization; The main characters in this novel are Ikal (aku), Lintang and Mahar (c) Setting; Muhammadiyah School, Building, PN School, (d) Point of View; My point of view as the main character. (e) Mandate; gratitude in life, teachings 2. Viewed from a literary psychology perspective, the characters in the novel Laskar Pelangi use a deepening of Sigmund Freud's theory, regarding the elements of personality (id, ego, and superego), it can be understood the character formation of each character: (a) Curly ; Ikal's character in his soul, id can be defeated with super ego. The 'I' character doesn't just want to beat Lintang's character in terms of intelligence, if Ikal's id is very strong, maybe he will hate or even not want to be friends with his deskmate anymore because feel defeated, but the super ego defeats the id. (b) Latitude; Ego is a psychological aspect of personality that arises from the individual's need to relate well to the real world. Lintang has an id, namely extraordinary intelligence that he was born with coupled with his passionate ego. His enthusiasm for learning was to uplift his very poor family. makes him very enthusiastic about learning. However, the super ego itself makes Lintang no longer carry on his id and ego. 3. Implications of the Cultural and Educational values contained in the Novel Laskar Pelangi which need to be emulated and taught in literature learning at school, namely: Religious Values, Social Values, Moral or Ethical Values and Aesthetic Values

KEYWORDS: Psychoanalysis, Literature, Novel, Implications, Learning, Literature

INTRODUCTION

Literary works in human phenomena are complex and full of meaning and must be explored to find this meaning, because literary works are also expressions of artistic and imaginative facts as a manifestation of human life through language as a medium and have a positive effect on the lives of other humans. The

opinion above is in line with what was expressed by Sastrwardoyo (1999:9), namely that literature always involves thoughts on social life, morals, psychology and ethics. Discussion of literature is more related to the life depicted in literary works rather than aesthetic issues.

The form of literary work is divided into prose, poetry and drama. Then prose or fiction is divided into novels, romances, short stories, fairy tales and saga. In prose, a novel is a work of fiction that is widely known by the public and has become reading material from generation to generation at all times. In a novel, the characters, events or happenings are expressed with long descriptions by the author so that they are clear and easy for the reader to understand. Novels, as part of a literary form, are a universe of reality in which events and behavior are experienced and created by humans/characters (Siswantoro, 2005: 29). The author in his work tries to reveal the side of human personality. Therefore, there is a relationship between literature and psychology, but the relationship between literature and psychology is indirect.

The choice of the novel *Laskar Pelangi* as study material was motivated by the desire to understand aspects of the personalities of the characters in the novel *Laskar Pelangi*. *Laskar Pelangi* is the first novel by Andrea Hirata published by Benteng Pustaka in 2005. This novel tells the story of the lives of ten children from poor families who attend a Muhammadiyah school on Belitung Island which is full of limitations. The ten children are: Ikal, Lintang, Sahara, Mahar, A Kiong, Syahdan, Kucai, Borek, Trapani, and Harun. They go to school and study in the same class, from class I of elementary school to class IX of junior high school, and they call themselves *Laskar Pelangi*.

The strength of this novel lies in the story line which is able to provide inspiration and motivation for readers to always strive to achieve their dreams, even in limited and simple circumstances. Lintang has a tough attitude, does not give up easily, is critical, has a high imagination, is intelligent, independent, is a child who likes reading books, and is an optimistic person in facing many problems. The character Lintang is able to encourage his friends to remain enthusiastic about learning and achieving high goals, even in simple circumstances. Poverty and simplicity of life are not things that destroy dreams, but are enthusiasm for changing life circumstances.

Judging from the perspective of the story, the novel *Laskar Pelangi* is a novel that is able to raise the image of education, especially the Indonesian nation, which is not yet good, in the midst of today's modern society. To the researcher's knowledge, the novel *Laskar Pelangi* has never been analyzed specifically using a literary psychology approach, especially in relation to the personality aspects of the characters in the novel. In accordance with the explanation above, researchers analyzed the novel *Laskar Pelangi* by Andrea Hirata using a Literary Psychology approach. To find out the personalities of the characters in the novel *Laskar Pelangi*, auxiliary knowledge related to psychology is needed, namely psychology and its implications in literature learning, especially in class VIII junior high school.

B. Problem Formulation

1. What are the structural elements that build the novel *Laskar Pelangi* by Andrea Hirata?
2. What are the main characters in the novel *Laskar Pelangi* by Andrea Hirata?
3. What are the implications of the learning model for the novel *Laskar Pelangi* by Andrea Hirata in learning literary appreciation in junior high schools?

C. Theoretical Foundation

Literature work

Existentially, literature is something concrete in itself but as a phenomenon, literature is a mirror that supports the process of life and humanity. As a form of human mental activity process, literature is very difficult to formulate its criteria and norms. In line with changes in human mental attitudes, literature as a human work also experiences changes quickly and slowly.

1. PROSE FICTION

Prose fiction is prose in the form of fictional stories or the author's imagination. The content of the story is not completely based on facts. Prose fiction is also called suggestive/imaginative narrative essays. Prose fiction is in the form of a storyshort stories (short stories), novels and fairy tales. Prose fiction is a narrative or stories carried out by certain actors with certain characters, settings and stages and series of stories that start from the author's imagination so that they weave a story. Fictional works are further differentiated into various forms, namely romance, novel and short story (Aminuddin, 2013:66).

2. NOVEL

A novel is a literary work in the form of long narrative prose, in which there are a series of stories about the life of a character and the people around him, highlighting the nature and character of each character in the novel. There are also those who say that the definition of a novel is a prose essay in which there are intrinsic and extrinsic elements. While short stories contain intrinsic and extrinsic elements, the content of a novel is much longer and more complex, and there is a hidden message to be conveyed to the reader.

3. FIGURE

Characters are the actors of the story. Each character has a character or character. The disposition or character of each character is different. A character who has an important role in a story is called the main character, while additional characters are characters who have an unimportant role because their appearance only complements, serves and supports the actor. Aminuddin in (Nurgiyantoro 2013:79-80) states that the characters in a story are: (a) The main character; The main character is a character who has an important role in a story. This character is the character who is told the most, both as the perpetrator of the incident and the person affected by the incident. Even in certain novels, the main character is always present in every incident and can be found on every page of the story book in question.

5. Psychoanalysis of Sigmund Freud

Literary psychology is the study of literature which views work as a mental activity. The author will use creativity, taste and work in his work. Likewise, readers in responding to works will not be separated from their respective mental states. Even literary psychology recognizes literary works as reflections of the soul. The author will capture mental symptoms and then process them into text and complete them with his/her psychology. The projection of one's own experiences and life experiences around the author will be projected imaginary into the literary text (Endraswara, 2013: 96).

Psychoanalytic theory is the most comprehensive theory among other personality theories, but it has also received positive and negative responses. The important role of the unconscious and its sexual and aggressive instincts in regulating behavior is Freud's monumental discovery. The systematics used by Freud in describing personality are divided into three main points, namely: personality structure, personality dynamics, and development. Personality structure according to Sigmund Freud

Personality consists of three aspects or systems, namely Id (biological aspect), Ego (psychological aspect), and Superego (sociological aspect). Human behavior is always the result of cooperation from these

three aspects. Freud divided human psychology into three, namely id, ego and superego. The id which is located in the unconscious is a reservoir of pulsion and a source of psychic energy. The ego is located between the conscious and the unconscious, its task is to be a mediator who reconciles the demands of the superego's impulses and prohibitions. The superego itself is located partly in the conscious realm and partly in the unconscious. His task is to be a supervisor and obstacle to the perfect satisfaction of these impulses which are the result of education and identification in parents.

Research Methods

The research method used is descriptive qualitative, utilizing qualitative data and explained descriptively. Moleong (2005:6-7) explains that research on a literary work can be classified as qualitative research, because this research is carried out using data in the form of words, images, and not numbers. The research technique used in this research is library research. This study was carried out by collecting data from various sources. Literature study is any effort made by researchers to collect information that is relevant to the topic or problem that will be or is being researched.

The steps used in this research were collecting data, data collection techniques were carried out using library techniques, listening and taking notes. Library techniques are research techniques that use written data sources to obtain data. The listening technique in this research means that the researcher as an instrument carries out careful, directed and thorough listening to primary data sources. The results of the listening are recorded as a data source (Subroto in Imron, 2003: 11). The written sources used are selected according to the problems and objectives in literary studies, especially in the study of literary psychology. The research facility for literary works is the text of the novel *Laskar Pelangi* by Andrea Hirata.

The analysis used in this research uses a semiotic model reading with heuristic and hermeneutic reading. Heuristic reading is the reading of literary works in a first level semiotic system, namely in the form of understanding the meaning as conventionalized by language. Heuristic reading produces an understanding of literal meaning, implied meaning, actual meaning, so that the meaning that the author actually wants to convey is expressed only implicitly, and this is what is called international meaning (Nurgiyantoro, 2000: 33).

Heuristic reading techniques need to be continued with hermeneutic reading techniques. According to Teeuw (in Nurgiyantoro, 2000: 33), hermeneutics is a science or technique for understanding literary works and linguistic expressions in a broader sense according to their meaning. This is done by understanding the whole based on its elements and vice versa.

Discussion Results

Based on the results of the analysis of the object of study by looking at the structure of the novel, the psychological characteristics and psychological aspects of the characters, and the implications for teaching literature in junior high schools, the following conclusions can be drawn.

1. The structure of the novel *Laskar Pelangi* is:

a) Theme; This novel has a theme about education. However, there are also sub-themes, such as poverty and romance.

b) Characterization; The main characters in this novel are Ikal (aku), Lintang and Mahar while the

additional characters are Syahdan, Kucai, Bore (samson), A Kiong, Harun, Trapani, Sahara, Flo and their teachers, namely Mrs. Muslimah and Mr. Harfan. These ten students were called Laskar Pelangi. The characterization in this novel is told in such a complete, detailed and comprehensive way that the characters shown are so strong and complete.

c) Background; Muhammadiyah School, Gedong, PN School, A road on the edge of the swamp, filicium tree, Sinar Harapan shop, temple yard, podium of honor, Pangkalan Punai, quiz competition venue, Al Hikmah mosque, Selumur mountain, on a boat, Lanun island, cinema , as well as Zaal Batu.

d) Viewpoint; My point of view as the main character.

e) Mandate; gratitude in life, teachings that adhere to religion as well as hard work and determination that never gives up in achieving your goals.

2. Viewed from the perspective of literary psychology, the characters in the novel Laskar Pelangi use a deepening of Sigmund Freud's theory, regarding the elements of personality (id, ego and superego), it can be understood the character formation of each character:

a) Ikal; the curly figure in his soul, the id, can be defeated by the super ego. Basically, the id is psychic energy that only thinks about pleasure, while the Superego contains moral rules and social values that individuals absorb from their environment. The id which only thinks about itself, for personal satisfaction wants to beat other people regardless of any aspect. The character 'I' doesn't just want to beat the character Lintang in terms of intelligence, if the id that Ikal has is very strong, maybe he will hate or even not want to be friends with his deskmate anymore because he feels defeated, but the super ego defeats the id. The character Ikal who falls in love only with his nails without knowing who they belong to is included in the id personality which operates entirely at the level of unconsciousness. Humans carry the ID from birth, including the instinct that Ikal has about the girl he loves even if he only looks at her nails. He has instincts and is sure that he loves the girl, even this girl is the encouragement of his life. This influences the id, ego and superego to be well integrated and operate harmoniously with little conflict. The character Ikal does not have too many conflicts because the influence of the id, ego and super ego are well integrated

b) Lintang; Ego is a psychological aspect of personality that arises from the individual's need to relate well to the real world. The super ego is a sociological aspect of personality, representing the traditional values and ideals of society as interpreted by parents to their children through commands or prohibitions. The super ego can also be considered as a moral aspect of personality, its function is to determine whether something is good or bad, right or wrong, appropriate or not, in accordance with the morality prevailing in society. In this case, Lintang has an id, namely extraordinary intelligence that he was born with coupled with his passionate ego. His enthusiasm for learning was to uplift his very poor family. makes him very enthusiastic about learning. However, the super ego itself makes Lintang no longer carry on his id and ego. The super ego here is considered a moral aspect of personality, its function is to determine whether something is good or bad, right or wrong, appropriate or not, in accordance with the morality prevailing in society. Lintang knows that her enthusiasm for school is right and good with the aim that in the future she will not just to be a fisherman like his father, but circumstances forced him to give up all his desires.

3. The cultural and educational values contained in the Laskar Pelangi novel that need to be emulated and taught in literature learning at school are: religious values, social values, moral or ethical values and aesthetic values.

F. Conclusion

The research results can be concluded as follows:

a) The structure of the novel *Laskar Pelangi* is (a) Theme; This novel has a theme about education. (b) Characterization; The main characters in this novel are Ikal (aku), Lintang and Mahar (c) Setting; Muhammadiyah School, Building, PN School, (d) Viewpoint; My point of view as the main character. (e) Mandate; gratitude in life, teachings

b) Viewed from the perspective of literary psychology, the characters in the novel *Laskar Pelangi* use a deepening of Sigmund Freud's theory, regarding the elements of personality (id, ego and superego), it can be understood the character formation of each character: (a) Curly; In the character of Ikal, in his soul, the ID can be defeated with super ego. The character 'I' doesn't just want to beat the character Lintang in terms of intelligence, if the ID that Ikal has is very strong, maybe he will hate or even not want to be friends with his deskmate anymore because feel defeated, but the super ego defeats the id. (b) Latitude; Ego is a psychological aspect of personality that arises from the individual's need to relate well to the real world. Lintang has an id, namely extraordinary intelligence that he was born with coupled with his passionate ego. His enthusiasm for learning was to uplift his very poor family. makes him very enthusiastic about learning. However, the super ego itself makes Lintang no longer carry on his id and ego.

c) The implications of the Cultural and Educational values contained in the Novel *Laskar Pelangi* that need to be emulated and taught in literature learning at school are: Religious Values, Social Values, Moral or Ethical Values and Aesthetic Values

Reference

1. Aminuddin. 2000. Introduction to the Appreciation of Literary Works. Bandung: PT. New Rays.
2. Endraswara, Suwardi. 2008. Literary Research Methodology. Yogyakarta: Media Pressindo.
3. Fananie, Zainuddin. 2000. Literature Review. Surakarta: Muhammadiyah University Press.
4. Freud, Sigmund. 2002. Psychoanalysis. Translated by Ira Puspitarini. Yogyakarta: Icon.
5. Fudyartanta, RBS 2005. Neo Freudianism Personality Psychology. Yogyakarta: Zenith Publishers.
6. Iskandarwassid, and H. Dadang Sunendar. 2011. Language Learning Strategies. Bandung: Rosdakarya Youth.
7. Jamalia, Risya. 2011. Personality Conflicts of Characters in the Novel *Lintang Gemubyar* (Review of Literary Psychology). Thesis. Andalas University, Padang.
8. Kartono, Kartini. 2015. General Psychology. Bandung: Mandar Maju.
9. The Ministry of National Education. 2010. Development of Cultural Education and National Character—School Guidelines. Jakarta: Research and Development Agency.
10. Kesuma, Dharma, et al. 2011. Character Education: A Study of Theory and Practice in Schools. Bandung: Rosdakarya Youth.
11. Koeswara, E. 2001. Personality Theories. Bandung: PT. Eresco. Sustainable, Goddess. 2012. Supernovae: Particles. Jakarta: Bentang Pustaka.
12. Lickona, Thomas. 2012. Educating for Character: Educating to Shape Character. Juma Wadu Wamaungu translation. Jakarta: Bumi Literacy.
13. Mahsun. 2005. Language Research Methods. Jakarta: PT. Raja Grafindo Persada. Minderop, Albertine. 2010. Psychology of Literature, Methods, Theory and Literary Works
14. *Sample case*. Jakarta: Torch Book Library Foundation.

16. Moleong, Lexy J. 2005. *Qualitative Research Methodology*. Bandung: Rosdakarya Youth.
17. Rahmanto, B. 2001. *Literature Teaching Methods*. Yogyakarta: Kanisius. Nurgiyantoro, Burhan. 2009. *Fiction Study Theory*. Yogyakarta: Gajah Mada Gramedia University Press.
18. Palmquist, Stephen. 2005. *Foundations of Developmental Psychology, Exploring Dreams, Achieving Personal Maturity*. Yogyakarta: Student Library.
19. Poduska, Benard. 2007. *Four Personality Theories*. Jakarta: Restu Agung.
20. Ratna, Nyoman Kutha. 2009. *Literary Research Theory, Methods and Techniques*. Yogyakarta: Student Library.
21. Sangidu, 2004. *Literary Research: Approaches, Theories, Methods, Techniques and Tips*. Yogyakarta: West Asian Literature Publishing Unit FIB UGM.
22. Santoso, Wijaya Heru and Wahyuningtyas. 2011. *Introduction to Prose Appreciation*. Surakarta: Yuma Pustaka.
23. Saraswati, Intan, Suyitno, and Herman J. Waluyo. 2014. "Novel Lalita by Ayu Utami (Psychological Study of Literature and Educational Values)". *BASASTRA Research Journal of Indonesian Language, Literature and Teaching*. April 2014. Volume 1, Number 3:490-503. Surakarta: Sebelas Maret University.
24. Sayuti, Suminto A. 1994. *Teaching Literature*. Yogyakarta: Student Library.
25. Sayuti, Suminto A. 1996. *Appreciation of Prose Fiction*. Jakarta: Department of Education and Culture, Director General of Basic Education, BPPG.
26. Semi, M. Atar. 2012. *Literary Research Methods*. Bandung: Space.
27. Siswanto, Wahyudi and Roekhan. 2015. *Psychology of Literature*. Malang: Media Nusa Creative.
28. Siswantoro. 2004. *Literary Research Methods: Psychoanalytic Analysis*. Surakarta: Muhammadiyah University Press.
29. Stanton, Robert. 2007. *Robert Stanton's Theory of Fiction*. Yogyakarta: Student Library.
- Sugiyono. 2009. *Quantitative, Qualitative and Business Research Methods R&D*. Bandung: Alfabeta.
30. Suprpto, Lina, Andayani, and Budi Waluyo. 2014. "Study of Literary Psychology and Character Values in Novel 9 of Nadira by Leila S. Chudori". *BASASTRA Research Journal of Indonesian Language, Literature and Teaching*. August 2014. Volume 2, Number 3. Surakarta: Sebelas Maret University.
31. Sutopo, HB 2006. *Qualitative Research: Theoretical Basis and Application in Research*. Surakarta: Sebelas Maret University Press.
32. Wellek, Rene, and Austin Warren. 2014. *Literary Theory*. Jakarta: Gramedia Pustaka Utama.
33. Wibowo, Agus. 2013. *Literature-Based Character Education*. Yogyakarta: Student Library.
34. Winkle. 2009. *Teaching Psychology*. Yogyakarta: Abadi Media. Wiyatmi. 2006. *Introduction to Literary Studies*. Yogyakarta: Student Library.
35. Yuni'ah. 2012. *Educational Value in the Novel Series Translated by Laura Ingalls Wilder's Little House and Its Suitability as Novel Appreciation Learning Material for High School Students*. Thesis. Sebelas Maret University, Surakarta.