

Representation of Anxiety and Hope in Novel Beauty Is a Wound and Implementation in Indonesian Language Learning

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ABSTRACT

This research was motivated by the use of media in learning. The purpose of this study was to describe anxiety in the novel. *Women's Room* by Agus Subakir and *Beauty is Wounded* by Eka Kurniawan in terms of form, causes, and implementation in Indonesian language learning. The research method used is a descriptive qualitative research method with a literature review approach. The data sources of this research are in the form of words, phrases, and sentences related to the implementation of Indonesian language learning contained in the two novels. Data collection techniques used reading and note-taking techniques. The results of this study indicate that both novels emphasize the desire to gain a sense of security, get out of anxiety, and find peace. Likewise, the implementation of Indonesian language learning expects a conducive learning situation so that students feel safe and comfortable with the way the teacher does learning in class.

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1. INTRODUCTION

Literary works develop along with the changing times and the development of social, political and spiritual values in society. This development does not prevent writers from producing innovative and high-value literary works. Literature also exists not only as a medium of entertainment for people who enjoy reading but also plays a dual role as entertainment and a meaningful life lesson (Suwardi, 2011). Overcoming conflicts resulting in psychological disturbances in literary works are often found in characters in stories. The psychological disorder is in the form of anxiety which has an impact on the character's behaviour both internally and externally, and this also affects student learning outcomes in learning Indonesian (Tindaon, 2011).

Novels generally contain problems that occur in the author's life (psychological) or from outside the author (social reality). The author tries to describe the ups and downs of the life he has experienced throughout the novel. Novels can be used as psychological research objects and as media in learning Indonesian (Idammatussilmi, 2020). Psychology in the novel also offers a line of human psychology in the field of education. The meeting point of the two can be combined into sastra psychology and educational psychology. Literary psychology in question is a portrait of a character's life story that is

described in real life from the results of the author's depiction and the problems experienced by the character which contain psychological elements of the fictional characters he tells (Endraswara, 2013). Meanwhile, the educational psychology in question is teachers understanding of educational processes and problems and overcoming these problems using the psychological scientific method (Suralaga, 2020).

The psychological aspect in the form of the character's inner conflict is an instrument that is often used by the author in animating and even conveying positive messages to his readers. One of the authors is very good at maximizing the role of characters in conveying positive messages through inner conflict in novel stories. Everyone's life must have experienced anxiety. Anxiety is useful for increasing awareness of danger. However, if you don't watch out for it, protracted anxiety will become a serious problem that will interfere with one's mentality it can hamper daily activities. This type of psychological disorder can interfere with social relations in the context of one's self-actualization, so if it is not taken seriously, it will cause social disorders (Taftazani, 2012).

Social disturbances, such as threats, can trigger anxiety in someone. One of the threats in question is in the form of physical, psychological, and various pressures that cause anxiety. This condition is followed by feelings of discomfort and is characterized by the terms worry, fear and unhappiness, which can be felt at various levels (Wiyatmi, 2011). Anxiety can start from an environment, it can be from the family environment or school environment, where in that environment, a person feels uncomfortable, or his presence is considered threatening, so he will experience anxiety or discomfort which is considered to be able to disrupt his survival (Iyazah & Ridwan, 2018). The environment has the power to provide satisfaction and reduce the tension that causes psychological disorders (Susilawati et al., 2017).

Literary works can be understood from psychological aspects and to understand these psychological aspects requires knowledge based on psychological theory because psychological theory is the basic assumption that scientifically examines personality and human psychology. One of life's problems is motivated by psychology, and knowledge about psychological aspects that often occur must be understood by studying them. Psychology is one of the sciences that studies psychology which is abstract in nature so it can be researched regarding creative events, which are the embodiment or journey of the soul's life (Hidayat, et al., 2019).

Human psychiatric symptoms can also be studied from the behaviour of the characters' behaviour. The theory used is a combination of psychological theory and literary theory. This combination of theories is termed literary psychology and educational psychology. Without the presence of literary psychology with various psychological references, the possibility of understanding literature in terms of the character's psychological development will be lame (Endraswara, 2016). Without the presence of educational psychology, learning Indonesian will lose its soul (Ramadani et al., 2021).

Humans are used as literary objects because humans are a picture of behaviour that can be seen from the perspective of their lives. Behaviour is part of the turmoil of the soul because human behavior can be seen as psychological symptoms which are certainly different from one another. Humans can be studied with science, namely psychology which discusses psychology. Therefore, literary works are referred to as one of the psychiatric symptoms. Based on this, the problems outlined in the life stories of fictional characters in the novel will appear as psychological disorders, namely anxiety and the character's hope to get out of problems that cause anxiety in character. So this is what allows the disciplines of psychology and literature to combine because they are closely related to the learning that takes place in the classroom.

The conflict that occurs is not only caused by the main character but there is interaction. The novel's characters are not much different from humans in the real world. Characters in novels or fictional worlds also have instincts that will cause conflict and create anxiety and hope in the characters. The novel is seen as a psychological phenomenon because literary works display psychological aspects that are depicted through characters and make humans the driving force of the soul. Psychology and literature can be linked by understanding the psychological elements of fictional characters in literary

works. The psychological theory used in this study was adopted from psychoanalytic theory (Helaluddin, 2018).

Representation is an image or characteristic used to represent an attitude or action of a person, group of people or certain groups in an environment. This depiction is, of course, through the author as a creator. Representation in literature appears in connection with the view or belief that literary works are actually only mirrors, images, shadows, or imitations of reality. These phenomena are imagined by the author with story spices to increase the reader's understanding of seeing the factual level of the story based on the author's imagination.

Novel problems are often associated with social problems, feminism problems, religious problems, cultural problems or psychological problems. This research is more focused on examining the psychological problems of the characters in the novel *Perempuan Kamar* by Agus Subakir and the novel *Cantik Itu Luka* by Eka Kurniawan. There is only one research on the novel *Perempuan Kamar*, namely research by Ashar et al. (2021), which examines the motives of violence in the novel *Perempuan Kamar*. The results of the research show that there are two or three motives for violence, namely (1) hatred towards the victim, (2) excessive unfulfilled obsession, and (3) lack of resistance from the victim.

Other studies have also been conducted by Aryani et al. (2021), which examine the study of feminism in the novel *Cantik itu Luka* by Eka Kurniawan. The research results show that the marginalization of women leads to impoverishment and marginalization, making it difficult for women. Subordination occurs because of attitudes that place women in an unimportant position. Stereotypes can be seen from society's labelling or marking of women. Violence also occurs both physically and psychologically. Furthermore, Pulungan (2019), which examines the moral values in *Beauty is a Wound* by Eka Kurniawan, shows that the results of the didactic value analysis were found to be in the form of a moral aspect, namely Dewi Ayu is independent, is a girl who grew up in a Dutch family so that she is formed into a girl who is quite intelligent, never gives up and attending one of the best schools in Halimunda City is a girl who is able to voice her wishes, is opinionated, and always has ideas beyond the common sense of people. The next didactic value is the religious aspect, which is reflected in the figure's concern for the religious side by giving religious lessons to their children. The didactic value in the novel contains good behavior or deeds and can be a role model for humans in society.

Djameng and Nuraeni (2020) have also researched feminism in the novel "women at zero point". The results of this research are forms of gender injustice and women's oppression with a socialist feminist perspective, which are summarized in three ways: Firdaus in the vortex of violence and sexual harassment, Firdaus faces the misery of subordination, marginalization and body exchange over the family economy. Afiah and Muslim also conducted similar research in 2021. The results of this research are, (1) the flow of feminism contained in this novel is socialist feminism, and (2) the values of feminism that develop in the pesantren environment in the novel *Dua Baristas* are depicted through the image of strong women and supports for monogamy wrapped in a story by Najhaty Sharma as a writer.

Next are Ariaseli and Puspita (2021), which also examine the value of feminism in the novel. Based on the results of the study, there are several aspects of feminism in the socio-cultural aspect; namely, women are not always "second creatures" after men. Women can be equal to men if they want to try. The economic aspect is that women are able to have careers in the public sector like men. women are able to have a dual role both as housewives and career women. The religious aspect, namely that there are no obstacles for women or men to worship. Success is the result of every process of worship that is carried out. The aspect of education is that women are considered not to have a great education because they will work as housewives. However, as long as he believes in his abilities they will have a bright future like men.

Based on the literature study, the researcher will focus on psychological disturbances from the problems that occur in the character's life in the novel, namely the emergence of anxiety for the character and the character's hope to get out of the problems that arise, which trigger the character's psychological disturbance. The results of this research are implemented in the process of learning Indonesian at school.

2. METHODS

The research method used is included in the category of qualitative research with descriptive analysis methods. The qualitative research method is a research procedure that produces descriptive data in the form of written or spoken words from observed objects and behaviours (Ahyar et al., 2020). This is in accordance with research conducted in the form of descriptive analysis of a literary work. Examining literary works with formal qualitative research data obtained from novel texts in the form of words, sentences, and discourse (Al-Ma'ruf, A. & Nugrahani, 2017). Therefore, the researcher collected data by describing the dissection of novel texts in order to find character education values that could be implemented in Indonesian language learning in class.

The data in this study are text quotes or statements that show an attitude of avoiding anxiety and discomfort which is the implementation of character education values contained in both novels. The data sources for this research are the novel *Perempuan Kamar* by Agus Subakir and the novel *Cantik Itu Luka* by Eka Kurniawan. The research steps are described in the following scheme:

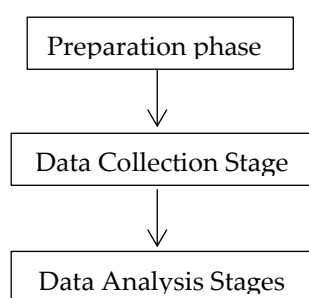


Figure 1. research procedure

3. FINDINGS AND DISCUSSION

3.1. Anxiety in the Novel *Perempuan Kamar (PK)* by Agus Subakir

The form of anxiety discussed in this article is reality anxiety. Reality anxiety is anxiety about external dangers. Reality anxiety refers to the fear of danger from the outside world, and the level of this feeling is proportional to the actual level of threat. One form of this anxiety can be seen in the following quote:

One gloomy morning, I was beaten by a man and then raped. I was stunned to find a tiny body naked, limp with dishevelled hair. On my bed, I was writhing like a dying mouse (1/PK).

Quote 1/PK is the real anxiety felt by Srebrenika because Srebrenika was aggressively raped by Marjoko. The author describes Srebrenika who is powerless to see her naked, limp and dishevelled body after being raped by Marjoko. The quote "I writhed like a dying mouse" shows that Srebrenika's helplessness after being raped by Marjoko left her body weak and dying.

Meanwhile, Granny Vines had managed to climb out of the wall of the grave. He returned the ground to its original state at a glance, then ran hastily. At the door of the graveyard, people were arriving, shouting all at once, brandishing clubs at him. Feeling threatened, grandma ran while hugging mother tightly. Granny ran and kept running. Since then, Grandma Rambat never returned to her house. Granny Vines kept walking towards the sunset. Until I finally arrived here, in this city, in Metropolis. Just because past history flashed past the success of Mbah Karjo, who helped people and was paid with gold plated teeth. In this metropolis, his grandmother finally made a living from the blessings of a wealthy Chinese merchant. Grandmother was made a concubine by him (9/PK).

Quote (9/PK) describes the reality anxiety experienced by Grandma Rambat because Grandma Rambat feels threatened by the anger of the villagers. This depicts the grandmother Rambat trying to climb out of the wall of the grave after listening to screams while pointing a club at her. This reality anxiety quote can be seen in the words "Feeling threatened, grandma ran while hugging mother tightly. Grandma ran and kept running. This sentence shows that Granny Vines, who felt her life was in danger, tried to run and keep running from the wrath of the people.

"All right then. I'll get you pregnant first." Marjoko laughed and immediately embraced me from behind. Turning off all my movements with the strength of his muscles that are so strong. Deftly, he stripped my clothes. Pin on me. His mouth and nose wandered all over me like Indians who search for traces of enemies by first sniffing the smell that the wind blows from his body. His tongue licking curve after curve of my body with lust. I can't do anything, except just thrashing and screaming with all my might, defending the morning silence. The more I struggled and screamed with all my might, Marjoko actually strengthened her grip on my frail body (12/PK).

Excerpt (12/PK) describes the real anxiety experienced by Srebrenika because Srebrenika was raped again by Marjoko after being taken away. This reality anxiety quote is seen in the words "thrashing and screaming at the top of their lungs, defending the stillness of the morning. The more I struggled and screamed as hard as I could ". This sentence shows that Srebrenika had tried to resist Marjoko when she was raped, because Marjoko, whose body was strong, was unable to beat her.

After I felt everything was safe and there was nothing suspicious from inside the house, I started running. However, when about ten meters I moved from my observation. That's it, I heard Marjoko's scream calling me. I was getting worried, I increased my speed and ran into the forest. The trees were so thick and dark that I fell many times. My heart is beating fast. My body heated up and resulted in cold sweat all over it. I feel very tired (22/PK).

Quote 22/PK addresses the reality of anxiety experienced by Srebrenika. Srebrenika tried to hide from Marjoko's clutches. This is found in the quote "I'm getting worried, I increase my speed and run into the forest". This sentence shows that Srebrenika, who felt scared, tried to run quickly towards the forest when Marjoko called her name.

"What's wrong my dear? You won't be able to run from me. I will always be able to sniff your body wherever you go," he said. He then stood up and approached me. I'm still in a very shaky state. I couldn't say anything, I didn't even dare to say a word, even though anger was taking over me. I'm sad. I'm desperate, my escape was successful (23/PK)

Quote 23/PK addresses the reality of anxiety experienced by Srebrenika. Srebrenika felt trembling when Marjoko found her. This is found in the quote "I am still in a state of great trembling. I can't say anything." This sentence shows that Srebrenika was afraid when Marjoko approached her. He wanted to be angry but didn't dare to say anything and only felt sad.

"Rich-rich. Rich!" she screamed over and over again. Before the increasingly swift currents of the river drag his body. After being dragged a few meters, Marjoko woke up. He screamed full of fear (30/PK).

Data (30/PK) explains the reality of anxiety experienced by Marjoko. Marjoko screamed in fear after he realized that he was being carried away by the fast current of the river. The river's currents were flowing swiftly, and he has swept away.

After experiencing extreme fear and hiding in an upstairs room on the second floor of this house, we were suddenly startled by a Molotov cocktail thrown by the mob. The bomb shattered the glass, hit the mattress

and set it on fire. Mei Ling gasped in shock, screamed loudly, and immediately ran to another room while holding Xiao Ling in her arms. I try to be more calm. I tried to put out the fire with the water that was in the aquarium beside me. But my efforts were in vain. I immediately came out of the room following Mei Ling. I found him hiding under the table. I hugged Mei Ling tightly with Xiao Ling. The flames in the room we had just left were getting bigger and bigger, the heat scorching our coolies. We can't stand it. We go down to the first floor and hide in the bathroom. Mei Ling and Xiao Ling continued to cry. I tried to calm him down. I hugged them both tightly again (35/PK).

Data (35/PK) describes the anxiety of reality when Srebrenika and Mai Ling received threats from protesters who threw Molotov cocktails at their house. They tried to find shelter from the fire and heat. Nika tried to hug and calm Mailing with Xiao Ling who was crying.

3.2. Anxiety in the Novel *Cantik Itu Luka* (CIL) by Eka Kurniawan

"A miracle, it comes in its most fantastic form. The old graveyard swayed, cracked and the earth swayed as if blown from below creating a gale and a small earthquake, with the grass and Nika flying and behind the curtain-like rain of earth the figure of the old woman standing in an irritated, clumsy manner, still wrapped in the rags as if she had and his shroud was buried overnight. Hysterical men in quarter cries echoed by the distant hill walls, running in unison echoed by the distant hill walls, running more chaotically than the flock of sheep. A woman threw her baby into the bushes and attacked the father carrying a banana stem. Two men fell into a ditch, another fell unconscious on the side of the road, and another ran fifteen kilometers without stopping" (1/CIL).

The quote (1/CIL) describes the reality of anxiety experienced by society. The people were frightened after seeing the old graves in groups and the soil spilling out. This reality anxiety quote is seen in the words "Men hysterical in quarter cries echoing by the distant hill walls, running in unison echoing by the distant hill walls, running more frenzied than the flock of sheep.". This sentence shows the people who felt scared after seeing an old woman who came out of a rocking grave and took out scattered soil.

It's enough to give shivers. The Dutch people used to invite their friends to hunt pigs, and it's not a lie that if there were natives they didn't like, they would be pitted against them on life and death by inviting them. But even if the news is true, marrying Dewi Ayu is not a simple matter. At the very least, she didn't understand why she had to marry him. The problem is more serious, he has promised not to marry anyone, for the sake of his eternal love for a woman who flew into the sky with Ma Iyang (2/CIL).

The quote (2/CIL) describes the reality anxiety experienced by Ma Iyang. Ma Iyang was worried if he was eaten by the Dutch factoring. This reality anxiety quote is seen in the words "It's enough to send shivers down." This sentence shows Ma Iyang felt his body shiver when he had to have to marry Dewi Ayu or be eaten by factoring if he refused her request.

"What will happen if I don't want to marry you." Ma gendik finally asked, some time before the prince came

"You will be welcome"

"give me to them".

"and the hill of Ma Iyang will be levelled."

That was a more frightening threat, so helplessly he finally married Dewi Ayu early that morning, around nine o'clock when the Japanese soldiers started their first ceremony marking the occupation of the city. No one was invited to celebrate their marriage, except for the maid and the winner of the house. Mr. Willie witnessed the marriage and during that time Ma gedik shivered more and made many mistakes when

swearing. He finally collapsed into unconsciousness, shortly after the prince legalized their marriage, when he realized that he had become Dewi Ayu's husband without ever knowing what had happened. (5/CIL)

The quote (5/CIL) describes the reality anxiety experienced by Ma Gendik. Ma Gendik was afraid if he refused Jawara's request to marry Dewi Ayu. Ma Gendik will be used as fodder for factoring and Dewi Ayu threatens to level Ma Iyang's hill.

Her father, who was suffering from this unreasonable lustful love, and her mother, who was stricken with blind jealousy, agreed that the only way to stop this catastrophe was to marry her. They then sent ninety-nine messengers to all corners of the kingdom, neighboring countries, who announced a contest for princes and knights, or whoever, with the first prize and the only one to marry the most beautiful woman in the world, Rengganis the Princess (8 /CIL).

Quote (8/CIL) describes the reality anxiety experienced by Ms. Rengenis. Rengenis' mother, who was afraid and jealous, was blind to the attitude of her father who was full of lust for his own child. Her mother tries to find a partner to marry Rengenis.

Alamanda was now completely stricken with fear that the man would eventually rape her. He tried to look around, but he saw no help of any kind to hope for. What's more, he couldn't escape, he didn't believe in his own swimming ability. In fact, once again the man didn't show any aggressiveness. He was still lying in all places, with his genitals drooping and no signs that he was in heat, making Alamanda confused himself (15/CIL).

Quote (15/CIL) describes the reality anxiety experienced by Alamanda. Alamanda was frightened when the Klowon Commander ordered him to take off his clothes to dry them. At that time Alamanda was in the middle of the sea and there was no help he could get if he cheered up. This quote from Neurons' anxiety can be seen in the words "Alamanda is now really afraid.

He was lying there now, starting to realize what was really going on. Frightened by what might befall him, he started to struggle but his strength had yet to recover. From time to time his strength was even more lost so that he felt his body and hands and feet were tightly attached to the surface of the bed and he was unable to move them at all (16/CIL).

Quote (16/CIL) describes the reality anxiety experienced by Alamanda. Alamanda who was aggressively raped by Sang Shodancho and was unable to put up a fight after being given a sedative by Shodancho. Neurons' anxiety quote is seen in the words, "Frightened by what might happen to him."

His consciousness had barely recovered from the shock when he saw Shodancho charging in through the hole. Alamanda didn't have time to reach for his iron panties and let alone put them on because suddenly Sang Sodancho had grabbed him in his grip. She screamed like a wounded tigress, but Sang Shocancho didn't seem to care, lifting her up on his shoulders the way he used to carry that helpless body in the forest where he was a guerrilla. He took her out of the bathroom while Alamanda continued to thrash while hitting Shodancho's back. Two assistants peered at the scene secretly through the gap in the kitchen door with their bodies trembling with horror (17/CIL).

Quote (17/CIL) describes the reality anxiety experienced by Alamanda. Alamanda was surprised when Shodancho attacked Alamanda when he was in the bathroom and not wearing his iron pants. The Shodancho carried her to the bed and raped her. Neurons' anxiety quote is seen in the words "shock when he saw Shodancho rushing in through the hole."

Based on the research data, it can be seen that there is excessive anxiety in the character so that it results in psychological disorders in the character. This can be the basis that in a learning process the teacher is expected not to put too much pressure on students. Thus, students become more enthusiastic and there is no pressure in the teaching and learning process

3.3 Implementation in Indonesian Language Learning

Education should not only produce a generation that is academically intelligent but also has a noble character. Comprehensive stabilization is essential to be immediately implemented in schools. Education is not just teaching what is good and what is wrong, more than that, education instills habits (habituation) about better things so that students become knowledgeable (knowledge) about right and wrong, are able to feel and value good things and usually do it. (attitude).

Novel media is one of the media that can be used to teach this. Teachers must be able to minimize the anxiety felt by students when they take part in learning in class (Idammatussilmi, 2020). The implementation of novel media in learning literature is done by learning that is done by giving explanations to students by giving examples. The teacher must pay attention to three things so that students are able to improve their ability to learn literature well and without worry, namely: making the class friendly to literature. This literary friendliness is shown by developing a culture of displaying students' literary works. Students will be passionate about creating their own literature because all students get the opportunity to be noticed. In order to create a unified, calm and hopeful atmosphere, the teacher must simultaneously display all student work, in addition to giving assignments alternately. For example, the division of tasks includes poems, short stories, comic strips, penton, comics so that student psychology occurs properly. .

The inculcation of social psychology in learning Indonesian can be done through learning literature which is part of Indonesian language subject matter by paying attention to aspects that are soothing and give rise to hope in students. One form of learning literature in schools is appreciating literary works such as prose, poetry, novels and drama. Thus, it can be said that the implications of psychological values related to anxiety and expectations in the novels *Perempuan Kamar* by Agus Subakir and *Cantik Itu Luka* by Eka Kurniawan, especially learning Indonesian language and literature are carried out well in order to achieve a very important goal, namely accelerating knowledge achieved by students without anxiety.

Learning in situations of uneasy conditions, as described in the two novels, must be avoided by the teacher. The teacher's pedagogical competence, in this case, is very important. Teachers must strive for an effective social school environment. Provide recognition for student achievement, such as giving awards, organizing literary work competitions. The school's environmental efforts towards student work by responding to student work. Researchers strive for responses to student work not only from one class but also from the entire school community which includes teachers and all students in schools and committees. During break time, students' works are read and appreciated by readers.

4. CONCLUSION

Both novels emphasize the desire to gain a sense of security, get out of anxiety, and find peace. Likewise with the implementation of Indonesian language learning which expects a conducive learning situation so that students feel safe and comfortable with the way the teacher teaches in class. Education does not only produce a generation that is academically intelligent but also has a noble character. Learning in situations of uneasy conditions, as described in the two novels, must be avoided by the teacher. The teacher's pedagogical competence, in this case, is very important. Teachers must strive for an effective social school environment. Provide recognition for student achievement, such as giving awards, organizing literary work competitions. The school's environmental efforts towards student work by responding to student work. Researchers strive for

responses to student work not only from one class but also from the entire school community which includes teachers and all students in schools and committees. During break time, students' works are read and appreciated by readers

Thus, comprehensive strengthening becomes essential to be immediately implemented in schools. Education is not just teaching what is good and what is wrong, but more than that, education instills habits about better things so that students become aware of right and wrong.

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