

**Classification of Emotions of Characters in Novels Above the Pen You are Applying for Me by E. Shabila El Raihany and Its Contribution as Teaching Materials in High School (David Krech's Study of Literary Psychology)**

Suci Mardatillah Rosfi<sup>1</sup>, Anshari<sup>2</sup>, Kembong Daeng<sup>2</sup>

Corresponding Email: [sucimardatillah2905@gmail.com](mailto:sucimardatillah2905@gmail.com)

<sup>1</sup>Department of Language Education, Indonesian Language Education Study Program

<sup>2</sup>Postgraduate Program, Makassar State University, Indonesia

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**Abstract**

Moral decline has disturbed society at large as a result of unconsciousness in managing emotions. Therefore, efforts are needed to build a cultured and civilized national identity. This study describes (1) the classification of the emotions of characters in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany, (2) the contribution of the classification of emotions of characters in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany as Indonesian language teaching materials in high school. Data were analyzed by identifying, classifying, analyzing, and drawing conclusions. The results of the study found that (1) the emotional classification of the character of David Krech is not an emotion that develops independently but dynamically and can form personal integrity, (2) the contribution of the emotional classification of characters in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany as teaching material has been in accordance with the basic competencies that exist in the 2013 Curriculum in SMA.

**Keywords:** Classification of Emotions, Novel, Teaching Materials

**Introduction**

Literary works are able to lift the symptoms (diseases) of the soul. The author captures the symptoms of the soul through imagination in the creation of characters and storylines, which come from his own psychological expertise or in various imaginations that come from outside. Classification of emotions by itself controls and manages one's emotions so as not to regret because of the irregular emotions in him. The complete uniqueness cannot simply be understood by most people, so a deeper understanding is needed, especially through a study or analysis of the literary work (Yuliana et al., 2018).

Literary research that utilizes other disciplines such as literary psychology, actually cannot be separated from the study of narrative structures as discourse builders contained in the work (Yusriansyah et al., 2016). Novels have conflicts that give birth to new realities from various events (Rampan, 2013). Problems in the creation of novels can be based on events experienced by the community. Novels can be used as an effort to reveal the value of moral education to shape human personality, character, and character.

Literary psychology is an approach that considers psychological aspects and concerns the human mind, through a psychological review it will appear that the function and role of literature is to present a human image that is as fair and alive as possible or at least to radiate that literary works are essentially aimed at to describe human life (Astuti et al., 2014).

The development of technology makes it easy for these worrying phenomena to be published in various media and highlighted by many people. This moral crisis concerns the problems of fighting, fighting, oppression, gambling, murder, immorality, drug and narcotics abuse, and pornography cases that occur in people's lives. This has become a problem that until now has not been completely resolved (Suharni, 2016).

The purpose of national education is to aspire that noble character will become part of the national character that is important in improving human resources. National education is expected to be able to shape the ability and shape the character and civilization of a nation so that people who believe and fear God Almighty, have noble character, are moral, are virtuous, tolerant, work together, have a patriotic spirit, develop dynamically and are science and technology oriented. inspired by faith and piety to God based on Pancasila).

Literature learning is very necessary as a support for language learning for students. Literature includes: (a) literary works as a tool for readers to solve problems in terms of decision making, (b) literary works make themselves as places of human values that get reasonable values and are disseminated and function as a counterweight to science and technology, and (c) works of art literature as a successor to the tradition of a nation to its fellow community (Wibowo, 2013).

Literature and moral value education are closely related to the formation of the character of students. In the world of education, character building efforts are considered the most effective to overcome various problems among students. Moral education can be instilled through curriculum, learning, and school culture (Mulyasa, 2013). The cultivation of moral education is one of the efforts to educate and guide students to get used to doing good things related to one's intelligence in managing emotions. Teachers are expected to be able to carry out a good learning process so that the positive character of students can develop and be applied in their lives.

The existence of teaching materials is very influential on the success of the learning process in the classroom. The teaching materials selected by the teacher must be in accordance with the characteristics of the students and in accordance with the applicable curriculum. The teaching materials in this research are teaching materials in the form of reading books in the form of novels which are used as teaching materials in the process of learning literature in the classroom. As a teaching material, novels are needed in learning in class XI, namely (KD) 3.7 Analyzing values (culture, social, moral, religion, and education) in novels and KD 4.7 Expressing values (cultural, social, moral, religious) , and Education) novels orally and in writing. After reading the novel presented, students are expected to be able to understand the reality of life in the process of maturation of the characters in the story which is also closely related to the moral frame, develop insight into thinking, preserve the values of national civilization, train emotional intelligence, and sharpen reasoning.

Based on this phenomenon, David Krech's literary psychology on the classification of character emotions contained in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany is appropriate to be used as a study that can help researchers understand and interpret emotions that will be used as learning in terms of emotional intelligence

## **Methods**

This study uses a descriptive qualitative method. A qualitative approach is a research and understanding approach based on a methodology that investigates a social phenomenon and human problem. The data in this study are in the form of words, phrases, sentences, or paragraphs containing the character's emotions based on the theory of emotional classification of the character David Krech. The source of the data in this study is the novel *Above the Pen*

You are Applying for Me. This novel is published by Cakrawala Fiksi; Yogyakarta in 2011 with a total of 304 pages.

Data collection techniques used in this study were reading techniques, and note-taking techniques. The data analysis technique used is to identify, classify, analyze, and draw conclusions.

## **Results and Discussion**

The presentation of the results of data analysis in the form of the researcher's interpretation of the texts in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany based on the emotional classification of the character David Krech and his contribution to Indonesian language teaching materials in accordance with the basic competencies of the 2013 Curriculum on teaching materials in class XI SMA. The presentation is as follows:

### **Classification of Character Emotions Based on David Krech's Theory in Novels Above the Pen You are Applying for Me by E. Shabila El Raihany**

The classification of the character's emotions include guilt, buried guilt, self-punishment, shame, sadness, hatred and love in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany. The presentation of the form of the value of character education is in accordance with the researcher's analysis using a previously planned theory, namely the theory of literary psychology according to David Krech.

#### **Guilt**

The character's emotion in the form of guilt is an emotion that often passes quickly, but can also last a long time. The emotion of guilt can be erased when the individual denies it and he feels right

*"Oh Allah what should I say to my two daughters? Meanwhile, I am a woman just like them,"* groaned Umami in her heart (Raihany, 2017).

Based on this quote, Umami Laila's character shows guilt towards her two daughters, namely Bilqis and Zulfa. Umami Laila must encourage Bilqis to accept the fate that she is not married to Fahmi because of her belief in *weton*. In addition, Umami Laila also had to convince Zulfa to replace Bilqis in this match because their Javanese *weton* calculations matched each other.

#### **Penetrated Guilt**

Guilt is not only a feeling of guilt that is expressed verbally but also a hidden guilt. This was experienced by the Bilqis character when he had to look fine in front of his family. Bilqis pretends to be strong even though her heart is hard to accept the reality.

*"O Allah, I never hesitate to ask for anything from You, because I am sure Your sustenance will never run out even though You have distributed it to all Your people, but why am I not sure now that I can stand to see Fahmi's proposal for Zulfa, my sister."* (Raihany, 2017)

The quote shows that Bilqis really wants Fahmi to be the mate he has been waiting for. Bilqis harbored guilt because he would not be able to attend his sister's proposal ceremony. Bilqis will try every way possible to keep her from attending even though the event is very important for Zulfa's life.

## **Punishing Yourself**

Self-punishment is the most disturbing feeling of guilt. Punish yourself as a form of escape from mistakes. The individual has feelings of rejection, loneliness, self-hatred, anger, and various other negative feelings.

*It's not good if Ummi punishes herself Ummi, Fitri is back with us. What more does Umm want? Abah said that he couldn't bear to see Ummi who continued to freeze.* (Raihany, 2017: 26)

The quote illustrates the classification of self-punishing emotions experienced by Ummi Hafzah as a result of feeling guilty for her daughter. Self-punishment is done in the form of thinking that he is meaningless to live because the daughter he has longed for refuses to live with him. Even Fitri was not willing to be hugged by Ummi Hafzah. This made Ummi Hafzah's self-punishing emotions peak even more so that Ummi Hafzah just stood still without the spirit to live anymore.

## **Shame**

Shame is different from guilt. The emergence of shame without being associated with guilt. The character's emotional classification of shame in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany is shown by the character Bilqis.

*Don't ever be afraid to turn over a new leaf, Ma'am" suddenly the presence of my sister, Alaina Zulfa made me a little nervous, I smiled shyly* (Raihany, 2017: 10).

The quote describes the emotions of Bilqis who was embarrassed by Zulfa's words. Shame that arises because there is a hidden emotion of happiness. Bilqis wants to act like a graceful woman.

## **Sadness**

Grief is related to the loss of something, be it important or valuable

*"I really want to cry in ummi's arms when I know the problem is about our different weton"* (Raihany, 2017).

Bilqis becomes a character who experiences the emotion of sadness. He has to accept the fact that his match with Fahmi was canceled because of an unsuitable weton. The quote "I really want to cry in Ummi's arms" describes a real form, namely tears as a result of the emotion of sadness. Her tears broke because she had to give up the man she really loved so much.

## **Hatred**

The hatred that exists in a person is also usually caused by his dislike of that person, it could be because something happened in the past.

*"Ever since your husband had an affair with the maid in our house, Mother hated male figures. Even the mother does not want to know the figure"* (Raihany, 2017).

The quote describes the hatred of Mother Mutia for her husband who had an affair. His deep hatred made him no longer want to know the male figure. Mother Mutia's hateful emotions made her a woman who did not depend on anyone. He just wants to live happily with Fitri.

## **Love**

Love is described as feeling attracted to the other party and wishing otherwise. Love is usually followed by feelings of loyalty and affection.

*Mas ask who? Zulfa's self standing in front of Fahmi or Zulfa's heart that beat when her figure left? Frustrated Zulfa, now she only needs the pleasure of her brother Azmi (Raihany, 2017).*

Zulfa feels deep love for Fahmi. He can't even listen to Azmi's advice to stay away from Fahmi for Bilqis's happiness. Zulfa already loves Fahmi very much. Her heart beats fast every time she meets him.

### **Contribution of Emotion Classification of Characters in Novels Above the Pen You are Applying for Me by E. Shabila El Raihany as Indonesian Language Teaching Materials in High School**

Indonesian language teaching materials in high school about novels are studied at the XI grade level based on the 2013 curriculum imposed by the 2013 Ministry of Education and Culture. The attitudes that become the learning objectives are in line with the basic competencies found in Indonesian language teaching materials. Novel as a literary work that acts as a messenger or values that can be learned by the reader. This study focuses on the classification of the emotions of the characters in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany and their contribution to teaching Indonesian in high school.

Literary works in the form of novels can shape the character of students, because in novels there are values that can shape the character of students. Students are expected to be able to independently improve and use their knowledge and internalize character values in managing emotions so that they can be realized in everyday life.

The contribution of character classification of emotions as an effort to educate students in making decisions and practicing them in positive terms in everyday life. This is in line with the opinion of Afriyanti, et al., (2018) that one of the efforts to realize character education can be done by integrating it in Indonesian language teaching materials.

The classification of the emotions of the characters in the novel *Di Atas Pena You Melamarku* by E. Shabila El Raihany is expected to contribute as Indonesian language teaching materials in the 2013 Curriculum. The novel learning in Indonesian language teaching materials is in semester 2 in class XI SMA and has been in accordance with with Basic Competencies 3.7 Analyzing the values (cultural, social, moral, religious, and educational) of novels and Basic Competencies 4.7 Expressing the values (cultural, social, moral, religious, and educational) of novels orally and in writing.

The selection of the novel *Above the Pena You Melamarku* by E. Shabila El Raihany as Indonesian language teaching material is based on the suitability of the characteristics of the teaching material and is relevant to the needs of students in the form of student level, interesting, practical, challenging, and not too difficult for students. .

In the teaching of literary novels *Above the Pen You are Melamarku* by E. Shabila El Raihany in class XI, students are expected to be sensitive to emotions and encourage students to read literary texts. Students reading literary works are expected to be able to gain a good understanding of the values that exist in life or can provide indirect teaching about the values that exist in life or can be applied in everyday life.

The space available for reading literary works opens up opportunities for students as readers to become individuals who are obedient to cultural, social, moral, religious, and educational values through an understanding of emotional management.

Thus, teachers must play an active role in the teaching and learning process and participate in efforts to form potential human resources in the field of educational development as professionals. Teachers as professions have the responsibility to bring their students to

maturity. In this effort, the teacher does not only act as a teacher in charge of sharing his knowledge, but also as an educator and mentor who guides students in the process of character building.

### **Conclusion**

Based on the results of the research that has been done, the researchers can conclude as follows; (1) The classification of the emotions of the characters in the novel *Di Atas Pena You Melamarku* by E. Shabila EL Raihany is expressed directly or indirectly through the expressions of the characters and the author's narrative. David Krech's classification of emotions in the form of guilt, pent-up guilt, self-punishment, shame, sadness, hatred, and love are not emotions that stand and develop independently but are values that interact with each other that develop dynamically and form personal wholeness; (2) The contribution of the emotional classification of characters and the novel *Above the Pena You Melamarku* to Indonesian language teaching materials in high school is based on the 2013 Curriculum in accordance with Basic Competencies. The contribution of the classification of emotions in the novel *Above the Pena You Melamarku* is according to basic competencies 3.7 and 4.7. in the novel *Above the Pen You are Applying* can be used as teaching material.

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