
THE PERSONALITIES AND INNER CONFLICTS OF TEACHERS IN THREE MODERN INDONESIAN NOVELS REVIEWED FROM A LITERARY PSYCHOLOGY PERSPECTIVE

Zukhruf Ambarsari¹, Malan Lubis², Mara Untung Ritonga³

¹²³Universitas Negeri Medan; Indonesia

Correspondence email; ambarsarizukhruf@gmail.com

Submitted: 12/11/2022

Revised: 25/01/2022

Accepted: 16/03/2022

Published: 25/05/2023

Abstract

The thesis aims to analyze the teachers' personalities and inner conflicts in three modern Indonesian novels because the writer sees many inner conflicts experienced by the teachers through the characters in the novel. A qualitative approach was conducted in this study. The psychology approach is used to analyze literature exhaustively, the extrinsic and intrinsic sides. The data analysis can be concluded that there are three Modern Indonesian novels such as; *Guru Aini* by Andrea Hirata, *Kembara Rindu* by Habiburrahman El Shirazy, and *Si Anak Special* by Tere Liye. The technique of analyzing the data of this study was applied by observation, interview, and questionnaire. The writer analyzes qualitative data interactively and continues until finished and the data has saturated, starting with data reduction, data display, and conclusion drawing/verification. The validity of this research used theoretical triangulation. The study results showed that the teacher's personality was expressed in three modern Indonesian novels based on academic psychology, namely the personality of high commitment, enthusiasm for work, sincerity in work, high ambition, patience, and firm convictions. The teacher's inner conflict in three Modern Indonesian novels based on a review of academic psychology is the inner approach-avoidance conflict and avoidance conflict, and approach - approach conflict.

Keywords

Conflict, Inner Personality, Teacher



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Psychology is derived from the Greek words 'psyche', meaning the mind, soul, or spirit, and 'logos', meaning discourse or the study of Psychology can be defined as the science of the activities of individuals (Rosmila, 2020). Santrock (2012) defines personality as the result of behavior, feelings, and human thinking in terms of adapting to life. Therefore, Personality psychology defines (Minderop, 2016), Psychology is about human personality and research on objects that influence human actions.

Psychoanalysis, as defined by (Freud, 1949), states that personality is formed by three systems or aspects: id, ego, and superego, which collaborate in creating behavior. Freud Sigmund (1949) classifies these three parts as the id, which is referred to as namely, the oldest personality structure and is owned from birth and inherited through genetics. The ego is a part that distinguishes what is imaginary from what is not imaginary.

Inner conflict is an activity that is carried out contrary to conscious inner direction, causing a personal breakdown in the individual who experiences it. Inner conflict can also be referred to as psychological conflict, as it involves conflicting with oneself in decision making. According to (Fachrudin, 2020), conflict is defined as two energies colliding within an individual, originating from both external and internal factors. Conflicts may arise externally when there is upheaval regarding human activities, while conflicts within oneself involve a clash of conscience. Therefore, it can be concluded that inner conflict is an activity that takes place contrary to the inner direction (Nur Dayana, I., Andalas, 2019).

Literary works are the result of the imagination of their authors (Saragih, A. K., Nola Sari Manik, N. S., Br Samosir, 2021). One of the most popular forms of literary work is the novel, which differs from other literary works (Tara, Mukhamad, & Kundharu, 2019). The benefits come from the implicit values contained in the story (Daud, Mauriefle, & Yanti, 2017). As part of the science of literature, approaching the angle of psychology. The focus can be on either the reader or the text itself. The term literary psychology has four aspects, such as (1) The psychology of the writer, as a type or differentiator; (2) The creative process; (3) Types and psychological rules found in literary work; (4) The impact of literature on readers, or the psychology of readers (Astuti, 2016).

According to Siswanto (2022), literary psychology examines the psychology experienced by the main characters of literary works when they respond to themselves and their surroundings. Thus, their psychological symptoms are revealed in the characters' behavior. Regarding the

relationship between literary works and psychology, literary works are considered to be psychological symptoms that reveal psychological aspects through text characters in the form of drama or process (Suprpto, 2014). In the case of a poem, psychological symptoms can be observed through the lines and the unique choice of words. Literary psychology studies psychological phenomena that will always generate new thoughts when creating literary works (Sartika, E., Kau, M. U., Asmagvira, Ali, 2022). Meanwhile, Sigmund Freud's psychological theory of literature is considered the most reliable in this research by referring to primary sources.

The novel is a literary work that describes characters through a series of events and an arranged story setting, as stated by (Sardjiman in Murpratama, 2012:4). The problems raised in novel stories usually revolve around human life, which authors then adapt into the form of a novel. Authors must be able to observe the circumstances around them and express them in writing according to (Rismayanti, N. W., Martha, I. N., Sudiana, 2020).

The teacher is the person who distributes knowledge to others (Kirom, 2017). In addition to implementing education in schools, teachers also play a role in the community, according to public opinion (Akib, 2021). Professional-looking teachers take their responsibilities seriously when carrying out each task (Cikaa, 2020). They should fulfill their responsibilities to students, parents, society, nation, state, and religion (Shabir, 2015).

However, in reality, CPL and CPMK require students to be able to criticize literary works in several approaches, especially literary psychology. However, students are less able to use this approach (Sianipar, Y. H., Siregar, H. Lubis, F., Simanjuntak, 2022) because they are more interested in criticizing literary works using a structuralist approach. Additionally, there is a lack of appreciation for teachers, and this research aims to describe the inner conflicts faced by teachers through the characters in the novel. Furthermore, the lack of reading material related to the teacher's personality and inner conflict in Modern Indonesian novels using a review of literary psychology is also a problem, which is why this research was conducted. The basic assumption of literary psychology research is that literary works are products of an author's psychology and thoughts that are poured into a conscious form (Setiaji, 2019).

Even though CPL and CPMK require students to appreciate and criticize literary works, such as poetry, prose, and drama, using various approaches, including literary psychology (Sianipar, Y. H., Siregar, H. Lubis, F., Simanjuntak, 2022). In reality, some students do not understand this approach well. This is evident from the needs analysis questionnaire distributed to several students.

The author observed that students were unable to criticize literary works based on a psychological review of the literature.

There are different approaches that can be applied to critique a literary work, one of which is the sociological approach. Each approach has its own advantages and disadvantages in critiquing literary works. The sociological approach to literature analyzes the relationship between the social reality depicted in literary texts and literary reality without ignoring the author's context (Akbar, 2013). However, this approach only emphasizes the social aspects of literary works. In this study, the author wants to explore not only the social but also the psychological aspects that teachers may encounter through literary works. Therefore, a more suitable approach would be the psychology of literature.

The reason for conducting this research is to analyze the personality and inner conflicts of teachers in three Modern Indonesian novels. The writer observes many of the inner conflicts experienced by the characters in the novels that resonate with those of teachers. Becoming a teacher is not an easy task as they must be able to act as role models for students and the community around them. A teacher's behavior in society can also reflect the assessment of the surrounding community. Therefore, the writer aims to explore the psychological conflicts experienced by teachers who are expected to be role models in their respective environments.

The author also sees a lack of public appreciation for the struggles of a teacher, especially now that there have been many cases of teachers being jailed due to reports made by their students. It's not appreciated that the teacher gets the punishment that must be served. The author considers that there are still some people who underestimate the teaching profession because it does not promise material gain and is not a job that is of interest to the public. This can be observed from the low wages earned for honorary teachers, despite the high demands of the work. It is a phenomenon that can be observed; finding novels or other literary works related to teacher stories is very difficult because there is very little appreciation of the teaching profession.

The novels selected are *Guru Aini* by Andrea Hirata, *Kembara Rindu* by Habiburrahman El Shirazy, and *Si Anak Special* by Tere Liye. All three novels depict the life of a teacher. Although not all of them have a teacher as the main character, they still emphasize the crucial role of a teacher in one's life.

The next reason for the writer to undertake this research is the lack of reading material related to the personality and inner conflicts of teachers in three modern Indonesian novels, with an analysis of literary psychology. This is relevant to an interview conducted in February 2021 with a lecturer who teaches a literary criticism course. Additionally, the author observes the lack of available reading material in the campus area. The reading material in the library is minimal and still consists of inadequate, old, published books. The author notes the absence of reading material that deals with the personality and inner conflicts of teachers, even though students majoring in education could benefit from such a book to understand the psychology of a teacher.

Research related to this theme is the first research conducted by Fachrudin (2020) in the *Bapala Journal*. Specifically, the research focuses on the inner conflict of the character Sari in Intan Andaru's novel *Perempuan Bersampur Merah*, using Kurt Lewin's Literary Psychological Study. The study identified forty instances of inner conflict experienced by the main character Sari, including approach-approach conflict, avoidance-avoidance conflict, and approach-avoidance conflict. Among these conflicts, approach-approach conflict was the most frequent, followed by avoidance-avoidance conflict. Approach-avoidance conflict was the least common. The study serves as a reference for future research in this area. Additionally, the research is similar to previous studies in exploring the inner conflicts of characters in novels

The second research was conducted by Qotrunada in 2022. Aris's inner conflict in *The Men's Film by Yudho Aditya: A Study of literary psychology*. In this research, Aris experiences a conflict of getting closer. Additionally, the film presents many conflicts that push Aris away because he always has to make choices he does not like. The approach-avoidance conflict that Aris faces, in the end, is also a choice he dislikes. Broadly speaking, Aris, in this film, is always confronted with choices he dislikes. Looking at the entire story, Aris is forced to marry even though he dislikes it. This research does not demonstrate the use of inner conflicts of film characters in literary psychology. Therefore, the researchers conducted a study on the inner conflicts and personalities of teachers as expressed in three modern Indonesian novels based on literary psychology. These novels portray highly committed personalities, enthusiasm for work, sincerity at work, and high ambitions.

The third previous research related to this theme was on *Literary Psychological Studies in the film "Sabar Ini Ujian"* by Anggy Umbara, conducted by Dewi and Sulaiman in 2022. According to this study, the inner conflict in the film "Sabar Ini Ujian" consists of approaching-approaching, moving-away, and approaching-away conflicts, which are considered Type 2 Conflicts with roles.

The settlement of inner conflicts uses four styles: Integrating Style, Avoiding Style, Dominating Style, and Compromising Style. The results of the analysis of the film "Sabar Ini Ujian" by Anggy Umbara show that it is suitable to be used as teaching material for literature in high school in class XI semester 2, even though it deals with inner conflict. However, there are differences between this research on inner conflict and the teacher's personality, as expressed in three Modern Indonesian novels based on literary psychology.

The fourth previous research related to this theme was conducted by Anindhi, A. F. Ekawati, M., Cahyani (2019), with the research title 'Lasih's Inner Conflict in the Novel Mengapa Aku Cantik by Wahyu Sujani and Its Implementation in Learning Literature in High School: A Review of Literary Psychology'. In this research, there were four approach-approach conflicts, four approach-avoidance conflicts, and two avoidance-avoidance conflicts. Additionally, as a whole, the characters tended to choose negative motives. The results of this study can be implemented in learning literature in high school through Class XII Lesson Plan (RPP) with KD 3.9 and KI 4.1. Although the research is about inner conflict, there are differences between this study and the one on inner conflict and the teacher's personality expressed in three modern Indonesian novels based on literary psychology. Furthermore, this research does not provide lesson plans as it is not intended for schools.

The fifth previous research related to this theme is the study conducted by Fitri (2022) titled 'Inner Conflict in the Main Character of Syahid Muhammad's Egocentric Novel and Its Implications for Learning Literature in High School.' This particular Egocentric Novel by Syahid Muhammad can be effectively used in teaching Indonesian literature, especially in high school. Reading literary works can help students gain a better understanding of humanity, recognize values, and come up with new ideas. Moreover, the novel has the ability to foster a sense of concern for the author's work. While my study is also focused on inner conflict, the difference lies in the characters being analyzed. My research focuses on the inner conflicts experienced by all the teacher characters in three modern Indonesian novels based on literary psychology. Finally, the object of the study differs in that I use three modern Indonesian novels instead.

The purpose of this research was to describe the personality of teachers as expressed in three modern Indonesian novels in terms of literary psychology. Then, it aimed to describe the inner conflict of the teachers in these novels, again in terms of literary psychology. The benefits of this research are both theoretical and practical. The theoretical benefits include contributions to literary

scholarship, particularly in the field of personality analysis and inner teacher conflict, thereby enriching knowledge about literary analysis in Indonesia through a review of literature psychology. Meanwhile, the practical benefits of this research include giving awards or appreciation to teachers, personally or professionally. Additionally, this research can serve as a reference guide for analyzing literary works using literary psychology.

METHOD

The method used in this study is a qualitative research method utilizing a case study approach for the teachers and respondents studied. Additionally, the researcher used a content analysis approach to examine this literary work. In this study, the researcher searched for data and then compiled and analyzed the contents to ensure the validity of the data. After the data was analyzed, the researcher described and interpreted the findings, providing an understanding and description that could be comprehended.

The approach used in this study is literary psychology. The data utilized are words, sentences, and paragraphs from the novel (Azizah, Waluyo, & C, 2019). This approach is employed to highlight the analysis of literary works as a whole, considering both intrinsic and extrinsic aspects, such as philosophy of life, desires, and more.

The research data comes from three modern Indonesian novels, which consist of *Guru Aini* by Andrea Hirata, *Kembara Rindu* by Habiburrahman El Shirazy, and *Si Anak Special* by Tere Liye, focusing on the psychological research of the characters. Other sources of data, in the form of books and writings on psychological issues and theories regarding literary research, are used as support.

The researcher selected a respondent who was a lecturer in literary criticism at the University of Al-Washliyah UNIVA Medan for the next study. The purpose of the study was to determine the benefits of the teacher's personality and inner conflict in using this novel as reading material. Additionally, two other lecturers and 25 students majoring in Indonesian language and literature at the University of Al-Washliyah UNIVA Medan participated as respondents in this study.

Another data collection technique that was applied was conducting interviews with students regarding the novel being studied. Several instruments were used in data collection, namely observation, and questionnaires (Fajriyah, K., Mulawarman, W.G., Rokhmansyah, 2017). A literature study (Adlini et al., 2022) was also utilized when collecting data. As a result, this research was conducted by reading books that aided in solving problems related to the objects of research in three

modern Indonesian novels entitled *Guru Aini* by Andrea Hirata, *Kembara Rindu* by Habiburrahman El Shirazy, and *Si Anak Special* by Tere Liye.

This study uses the researcher as the evaluation instrument, as the subject is only in the form of discourse, which requires the researcher's interpretation and understanding. For data collection, a tool is needed, namely data cards to record data, which is used as the basis for analysis and facilitates systematic clarification or categorization. Data cards have notes about book data, including page numbers containing the data, from three modern Indonesian novels analyzed in terms of literary psychology with Sigmund Freud's theory

Data analysis is an activity that systematically searches for and compiles data from observations, interviews, and other sources to enhance the researcher's understanding of the cases studied. The findings are then presented to others (Rijali, 2018). To analyze qualitative data, an interactive and continuous process is employed until the data is complete and saturated. This process includes data reduction, data display, and conclusion drawing/verification (Sugiyono, 2013).

To assess the validity of this study, theoretical triangulation was employed. According to Bachri (2010), triangulation is a method of gathering highly valid data through a dual approach. Triangulation involves comparing data with another source to confirm its validity. Researchers use theoretical triangulation when there is more than one problem being investigated.

FINDINGS AND DISCUSSION

Findings

Teachers' Personalities and Inner Conflicts in Novels

Table 1. Teacher's Personality and Inner Conflict in the Novel *Guru Aini* by Andrea Hirata

No.	Character	Personality	Inner Conflict
1	Mrs. Desi	Mrs. Desi has a strong personality with high ambitions, but she is also pessimistic and critical, and willing to make sacrifices. <i>Guru Aini's</i> novel contains 14 quotations that describe Desi's character, resulting in a total of 9 observations for the Id, 9 for the Ego, and 4 for the Superego	Desi's inner conflict falls into the category of approach-avoidance conflict.
2	Mr. Tabah	There is one quote that explains the id and ego that Pak Tabah possesses.	Tabah's inner conflict can be categorized as an approach-avoidance conflict
3	Mrs. Afifah	There are three quotes that describe the character of Bu Afifah	Afifah's inner conflict falls into the category of avoidance conflict

in the novel *Guru Aini*, namely on pages 157, 158, and 250. From these three quotes, the personality structure is identified as 1 for Id and 2 for Ego

Table 2. Teacher's Personality and Inner Conflict in the Novel *KembaraRindu* by Habiburrahman El Shirazy

No.	Character	Personality	Inner Conflict
1	Kyai Nawir	Kyai Nawir has a trustworthy and compassionate personality. Five quotes were obtained with a total of three Id gains and two Ego gains.	Kyai Nawir's inner conflict falls into the category of an approaching conflict.
2	Gus Shobron	Gus Shobron has a generous personality. There is one quote that shows his superego	There are no quotes about the character Shobron, who experiences inner conflict

Table 3. The Personality of the Teacher and Inner Conflicts in the Novel *Si Anak Spesial* by Tere Liye

No.	Character	Personality	Inner Conflict
1	Mr. Bin	Based on the analysis of 15 data acquisitions, 5 ID data, five ego data, and nine superego data were obtained. The personality of the teacher described in Pak Bin's character is one who is willing to sacrifice, compassionate, caring, sincere, intelligent, and never give up.	The inner conflict in Mr. Bin's character is approach-avoidance.

Every human being certainly has a unique personality structure. When determining a person's psychology, one can observe their personality structure, which consists of the id, ego, and superego. In these three novels, there are characters who exhibit id, ego, and even superego personality traits. Inner conflict is a problem that arises when a character experiences conflicting emotions or desires. This situation can lead to confusion. A conflict situation occurs when a person must choose between two or several motives that appear simultaneously. Each character in these three novels experiences a different inner conflict. Some experience a conflict between approach and avoidance, while others have a conflict with moving away.

Discussion

Personality and Inner Conflict in Three Modern Indonesian Novels Based on Sigmund Freud's Theory

The theory used to determine the teacher's personality and inner conflicts from the three modern Indonesian novels is Sigmund Freud's theory. This theory states that there are three steps or personality structures that determine one's psychology, namely the id, ego, and superego.

1. The personalities of Desi's characters, Pak Tabah and Mrs. Hafifah in the novel "Guru Aini" are based on the id, ego, and superego.

a. Desi's characters

In Guru Aini's novel, Desi is the main character. On page 20, there is a heartfelt call that represents the id, as it arises from the unconscious mind. When Desi realizes this and becomes a teacher in the village, she creates an ego. It can be concluded that Desi has a self-sacrificing personality.

Then, on page 36, it is shown that there is an id associated with the Desi character. Furthermore, Desi has a personality marked by high ambition, as she is determined to realize her dream of becoming a teacher. Similarly, on page 50, Desi's dream is further elaborated upon - she has a strong desire to teach students who show exceptional aptitude, particularly in mathematics, in remote villages. As such, Desi exhibits a personality that is marked by great ambition.

On page 52, there is an ID for the character Desi. Desi is only interested in teaching mathematics to village children, although she has the ability to continue her education to a higher level. Additionally, on page 61, the ID of the character Desi is found in the quote. A person's inability or failure to overcome a problem is likely to cause them to despair. Despite Desi's idealistic, ambitious, and firm personality, she also possesses a negative trait: a pessimistic personality.

An explanation of the ego, found in Guru Aini's novel, can be located on page 6, where the quote indicates Desi's ego when her teacher expresses disinterest in becoming a rice seller, while Desi only wants to be a math teacher. Desi embodies the id by becoming a math teacher and not a rice seller. Furthermore, on page 7, Desi's personality is portrayed as firm in her convictions because she adheres to the principle of continuing to be a teacher, despite numerous persuasion attempts from others.

On page 18, it is shown that there is an ego present in the character of Desi. This is evidenced by Desi's statement that she became a mathematics teacher because mathematics has the ability to

change civilizations, and her greatest wish is to be like Mrs. Marlis.

Regarding the superego in the novel *Guru Aini*, it can be found on page 49. There is a superego in the Desi character, which shows that the Desi teacher does not agree that the teaching profession should only be valued based on material rewards. On page 6, the concept of superego is shown when Desi communicates her desire to be a teacher who has a Muslim woman's personality as well as the personality of a respected teacher. She wants the mathematics education in Kampung Ketumbi to be no different, whether she is present or not.

Based on a total of 19 quotations of text containing personality structures, the author obtained a total Id of 9 data, a total Ego of 9 data, and a total Superego of 4 data for the Village teacher character. The author concludes that the personality of Desi's teacher character is firm, ambitious, pessimistic, critical, and willing to sacrifice. However, only a few of the data that have been found are displayed.

b. Pak Tabah's Characters

Pak Tabah is a math teacher who is patient in dealing with his students. One quote that describes his character can be found on page 70. An explanation of the id, ego, and super-ego possessed by Pak Tabah in the novel *Guru Aini* is available on page 49. Based on this quote, it is evident that Pak Tabah possesses an id and super-ego structure. The id is shown when Pak Tabah remains steadfast while waiting to be appointed as a civil servant, even though he has been serving for years and the government has not yet appointed him as a civil servant. Nevertheless, he still patiently waits.

Ego is evident when even the most patient teacher in the world cannot deal with students like Aini. Pak Tabah could not maintain his patience while teaching her, and his energy was drained in vain. Despite his efforts to teach mathematics comprehensively, Aini still could not grasp the lessons.

c. Mrs. Afifah's Characters

Mrs. Afifah is a teacher who is firm, talkative, and pessimistic. There are three quotes that describe her character in the novel *Guru Aini*, namely on pages 157, 158, and 250. From these quotes, it can be inferred that her personality structure consists of 1 Id and 2 Egos. An explanation of the Id in Mrs. Afifah's character can be found on page 158.

Mrs. Afifah showed signs of idiosyncrasy as she felt almost insane teaching mathematics. Every time she wishes to teach, her heart flutters. Mrs. Afifah's vexation towards surrounding

objects and situations affects her fast heartbeat. These feelings usually arise when faced with disturbances, such as annoyance, anger, and other emotional feelings.

An explanation of ego is found in character Mrs. Afifah on page 157 of the novel *Guru Aini*, which shows the presence of ego in her. Mrs. Afifah did not want to teach math, but she had to as she was appointed by the school principal. Previously, she taught Indonesian. Both Mrs. Afifah and Pak Syaifulloh are frustrated that they cannot teach math anymore because their children are slow at counting.

Related to ego, found on page 250: The ego of the character, Afifah, can be seen in the quote. The ego shown is the desire of two teachers to continue teaching according to their majors and not to become math teachers. They made their wish come true by meeting with the school principal to convey their aspirations of continuing to teach the subjects they had been teaching for a long time.

2. The personalities of Kyai Nawir and Gus Shobron's characters in the novel *Kembara Rindu* are based on the id, ego, and superego.

Based on the data description from the analysis of the id, ego, and superego in the novel *Kembara Rindu*, it can be explained as follows.

a. Kyai Nawir's character

Kyai Nawir is the main character in the novel *Kembara Rindu*. He is also the founder of the Darul Falah Islamic boarding school. Five citations were obtained, consisting of three id acquisitions and two ego acquisitions. An explanation of the id in the figure of Kyai Nawir is present on page 47. Here, we can see that Kyai Nawir's eyes are filled with tears, which is an emotional response that leads to teary eyes. Another quote from Kyai Nawir's id personality on page 48 demonstrates the id in his character. Kyai Nawir, who has a soft heart, couldn't stop himself from crying and allowed Ridho to express his emotions.

On page 21, there is an explanation of Kyai Nawir's ego personality, which shows that Kyai Nawir has an ego. Kyai Nawir has been given a mandate by Mbah Kasan to give waqf to orphans and poor people, so he pays close attention to the conditions given. Then, on page 42, it is explained that Kyai Nawir's affection for Ridho is shown by laying Ridho down slowly so that he can sleep and placing a pillow under his head. The form of the ego that is created is the will of the id, which demonstrates Kyai Nawir's affection for Ridho.

b. Shobron's characters

Shobron is the first child of Kyai Nawir, who founded a pesantren in Bandar Lampung. The

following excerpts and explanations regarding the superego will be presented in the character of Gus Shobron on page 92. It is shown that Gus Shobron exhibits the existence of a superego by treating all students equally and without discrimination and by always guiding and serving the entire congregation. The superego represents the good morals that humans possess through their actions. Based on the analysis above, the personality found in Shobron's character is generous.

3. The personality of Pak Bin's character in *The Special Child* novel is based on the id, ego, and superego

Based on the data description and analysis of the id, ego, and superego of the characters in the novel *The Special Child*, the following explanation can be provided.

a. Pak Bin's character

Pak Bin is a good teacher who is willing to sacrifice for education. Sixteen quotes were obtained to explain the id, ego, and superego. The results of the data analysis on personality structure revealed two personality structures in one text excerpt. The id and ego in Pak Bin's character can be found on page 65. The quotes indicate the existence of id and ego in Pak Bin's character. Mr. Bin's enthusiasm for managing the team shows that he has a self-sacrificing personality. The id in Pak Bin's character is also on page 148 and is demonstrated by his love for the teaching profession, even teaching with only one student in the class. Based on this description, Pak Bin has a sincere personality and a love for teaching.

Another quote related to Pak Bin's personality can be found on page 172. It states that he has an unyielding personality. However, on page 231, his attitude is portrayed differently. Pak Bin is shown to have a simple and honest personality who only wants to take care of the school rather than the village. As a result, he is crossed out from the list of candidates. This attitude displayed by Mr. Bin is that of a teacher.

The ego and superego in Pak Bin's character it is found on page 147. The ego in Pak Bin's character is shown by his determination and effort to anticipate his family's economic problems, supporting his children by gardening after school hours. The superego is shown by Pak Bin's enthusiasm to continue serving as an honorary teacher, even though the salary received is not commensurate and the government does not pay him at all. He is only paid from student contributions and is sometimes in arrears.

On page 244, the ego shown by Pak Bin expresses his happiness by crying, realizing that the results of his hard work in serving at school have yielded successful outcomes. The superego is shown by all of Pak Bin's enthusiasm and fighting power in defending himself to continue serving as an honorary teacher, which has now resulted in him receiving a special award from the education office. For Page 165, the ego is shown through the hard work that Pak Bin has undertaken. He is never tired of trying to send files to the service office with the aim of being appointed as a PNS.

On page 145, judging from the description above, it appears that Pak Bin has a sincere personality. This is proven by his desire for his students to become successful people rather than just farmers or rubber tappers. On page 146, the existence of a superego in Pak Bin's character is revealed. This can be observed in his desire to monitor the progress of his students' learning even while they are at home. Overall, based on the descriptions given, it can be said that Pak Bin has a caring personality and is invested in the success of his students.

The superego, shown on page 171, reveals that Pak Bin's passion for teaching remains strong despite the presence of arbitrary colleagues and those who rely on family connections to cheat their way to graduation. This suggests that Pak Bin has an unwavering personality.

Inner Conflict Based on Research Data from Three Indonesian Novels on Inner Conflict

Conflict is a tension or disagreement in a fictional story or drama, whether it's a feud between two parties, within a character, or between two and another (Alwisol, 2019) Approach-approach conflict

This conflict arises when there are two motives, both of which are positive (beneficial or pleasurable), leading to doubt in choosing between them.

1. Avoidance-avoidance conflict

This conflict takes the form of two options in opposite directions. For example, a person may have to choose between two options that they don't like.

2. Approach-avoidance conflict

These conflicts both inhibit and encourage power from different directions. For instance, they may affect one's ability to choose between options that they like or dislike.

The inner conflicts of the characters in the three novels that have been analyzed are identified based on the results of the analysis of the Id, Ego, and Superego findings discussed earlier. The results of the analysis of inner conflicts will be compared to Kurt Lewin's theory.

1. The Teacher's Inner Conflict in Guru Aini's Novel

The findings regarding the inner conflict in the novel Guru Aini are as follows.

a. Inner Conflict in Desi Figures

1) The inner conflict experienced by Desi's teacher was evident when her enthusiasm to serve as a teacher extended to her dream of finding students with genius thoughts in mathematics in villages. However, Desi's attempts failed as she was unable to find any geniuses in mathematics. Initially, Desi did find a smart math student called Debut Awaluddin, but as time passed, Debut became increasingly involved with his friends' association, losing interest in mathematics entirely. This development left Desi's teacher feeling hopeless.

2) Desi, who initially had high enthusiasm for teaching in the village, now feels that her enthusiasm has been thrown away when the great student she dreamed of makes her feel despair and lose hope. This is the inner conflict that teacher Desi feels the most. When she found Debut Awaluddin, Desi felt that he was the student she had been looking for all along. Her enthusiasm was rising, but at the same time, it was broken by Debut when he lost interest in mathematics, even though he was actually capable. Desi's spirit is broken.

3) Teacher Desi was once offered by her father to become a rice trader, but she declined because she believed that being a math teacher could change civilization. Her biggest wish was to be like Mrs. Marlis, her math teacher at school, who inspired her to become a teacher. Teacher Desi does not agree that the teaching profession is valued solely with material rewards. She shows that there is a moral that must be upheld, that one should not belittle any profession. The inner conflict experienced by teacher Desi was due to her strong desire to uphold the value of the teaching profession and not have it looked down upon.

Based on the findings of the inner conflict analysis above, it can be concluded that Desi's inner conflict falls under the category of approach-avoidance conflict.

b. Inner Conflict in Pak Tabah Figures

Pak Tabah is a determined person. He has patiently been waiting to be appointed as PNS for many years, but the government has not yet appointed him. Despite this, he continues to wait patiently. Based on the inner conflict analysis above, we can conclude that Pak Tabah's inner conflict falls under the approach-avoidance category.

c. Inner Conflict in Bu Afifah figures

The inner conflict that Bu Afifah felt was when she became annoyed and overwhelmed while teaching mathematics to her students, who were slow to understand. She also experienced inner turmoil when she only wanted to teach her major, which was PKK. Based on the analysis of the inner conflict above, it can be concluded that Mrs. Afifah's conflict falls into the category of avoidance conflict.

2. The Teacher's Inner Conflict in *Kembara Rindu* Novel

a. Inner Conflict in Kyai Nawir Figures

The inner conflict felt by Kyai Nawir was his sadness at finding it very difficult to let Ridho go, as he truly wanted Ridho to be with him until he died. However, Ridho's family also needed him, so Kyai Nawir tried his best to sincerely let Ridho go back to his hometown. Based on the findings of the inner conflict analysis above, it can be concluded that Kyai Nawir's inner conflict falls into the category of approach-approach conflict.

b. Inner Conflict in Shobron Figures

There are no quotes about the character Shobron, who experiences inner conflict.

3. The Teacher's Inner Conflict in *Si Anak Spesial* Novel

a. Inner Conflict in Pak Bin Figures

1) Pak Bin's inner conflict is that he is enthusiastic about continuing to serve as an honorary teacher even though the salary he receives is not commensurate. The government does not pay him at all, but he is only paid from student donations, and sometimes he is in arrears.

2) When Pak Bin was dedicated to his job as a teacher, he taught for 25 years. He still has great hope that his students will become successful not only as farmers, rubber tappers, and fishermen. Even though Pak Bin served the school for 25 years, he has not yet been appointed as a civil servant. This is the main inner conflict of Pak Bin's character. But that doesn't mean he was a problem because his main goal was to teach and educate his students.

3) Pak Bin continues to be passionate about teaching even though there are other teachers who are arbitrary at work, and there are even some who easily obtain passing titles because they have relatives who can help them through this illegal route. Based on this description, there seems to be an inner conflict within Pak Bin's character that is both approaching and avoiding.

Suitability of Reading Materials of the Three Novels with the Needs of the Scholar

After distributing questionnaires to 7 students at the University of Al Washliyah UNIVA Medan, the results of the questionnaire distribution aim to ensure that the reading material developed is in accordance with the needs of students. Based on the questionnaire that has been distributed in accordance with this statement, the following data is obtained:

1. Most students are interested in analyzing literary works with psychological studies because they still find it difficult to analyze them using literary analysis techniques.
2. Lecturers and students need reading materials for psychological literary criticism.

The evaluation of reading materials lecturers was carried out by two lecturers at the University of Al-Washliyah UNIVA Medan. The responses from the Indonesian language lecturer at the same university concluded that the reading book titled "Representation of Personality and Teacher's Inner Conflict in Three Modern Indonesian Novels" was good. The evaluation by students of Indonesian Language and Literature Education at the University of Al-Washliyah UNIVA Medan also concluded that the reading book with the same title was good.

Research related to this theme, such as Fachrudin (2020), Qotrunada S, S., Raharjo, R., & Indarti (2022), Anindhi, A. F. Ekawati, M., Cahyani (2019), Dewi, I. K. Sulaiman (2022), and Fitri, (2022), only focuses on the inner conflict of the main character. The difference in my research lies in the characters being analyzed, which focuses on the inner conflicts experienced by all the teacher characters in the novel. Finally, the difference lies in the object of study, namely that this study uses three modern Indonesian novels. The reading material entitled "Personality and Teacher's Inner Conflict in Three Modern Indonesian Novels" was declared worthy of being tested for the feasibility of the material by experts

CONCLUSION

The teacher's personality is expressed in three modern Indonesian novels based on literary psychology, namely: 1) The teacher character in the novel Guru Aini has a highly committed personality, is enthusiastic about work, is sincere in their work, and has high ambitions. They are patient and firm in their convictions. 2) The teacher character in the Kembara Rindu novel has a trustworthy personality. They are compassionate, never give up, loyal, diligent, honest, hardworking, have self-control, and are brave and generous. 3) The teacher character in the novel Si Anak Special has a patient, responsible, humble, honest, and caring personality. They are willing to

sacrifice for others.

The inner conflicts of the teacher in three modern Indonesian novels are analyzed through a review of literary psychology. Specifically, 1) The Guru Aini novel depicts inner conflicts of approaching-away and away-away, based on Kurt Lewin's theory. 2) The novel Kembara Rindu portrays an inner conflict of getting closer and closer, based on Kurt Lewin's theory. 3) The novel Si Anak Special presents an inner conflict of approaching away and moving away, also based on Kurt Lewin's theory.

The feasibility of the reading material entitled 'Personality and Teacher's Inner Conflict in Three Modern Indonesian Novels from Indonesia' was deemed worthy of testing. The material was assessed by experts and found to be satisfactory. The concepts and methods used by the researchers were able to answer the research questions posed.

REFERENCES

- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Akib, M. D. (2021). Beberapa Pandangan Tentang Guru Sebagai Pendidik. *Al-Ishlah Jurnal Pendidikan Islam*, 19(1), 75–98.
- Alwisol. (2019). *Psikologi Kepribadian (Revisi)*. Malang: Universitas Muhammadiyah Malang.
- Anindhi, A. F. Ekawati, M., Cahyani, D. D. (2019). Konflik Batin Tokoh Lasih dalam Novel *Mengapa Aku Cantik* Karya Wahyu Sujani dan Implementasinya dalam Pembelajaran Sastra di SMA: Tinjauan Psikologi Sastra.
- Astuti, R. E. & et al. (2016). Analisis Psikologi Sastra dan Nilai Pendidikan Dalam Novel *Entrok* Karya Okky Madasari Serta Relevansinya Sebagai Materi Pembelajaran Sastra di Sekolah Menengah Atas. *Universitas Sebelas Maret*. 4(2).
- Azizah, N. A., Waluyo, H. J., & C, U. (2019). Kajian Psikologi Sastra Dan Nilai Pendidikan Karakter Novel *Rantau 1* Muara Karya Ahmad Fuadi Serta Relevansinya Sebagai Materi Ajar Apresiasi Sastra Di Sma Basastra *Jurnal Bahasa, Sastra, dan Pengajarannya*. 7(1), 176–185.
- Bachri, B. (2010). Melakukan Validitas Data dengan Triangulasi Penelitian Kualitatif. *Jurnal Teknologi Pendidikan*., 10(1).
- Cikaa, H. (2020). Peranan Kompetensi Guru Pendidikan Agama Islam (Pai) Dalam Meningkatkan Interaksi Pembelajaran Di Sekolah, *GuruTua. : Jurnal Pendidikan Dan Pembelajaran*, 3(1), 43–52.

- Daud, I., Mauriefle, A., & Yanti, E. D. (2017). Hubungan Tingkat Kecemasan Dengan Kejadian Asma Pada Pasien Asma Bronkial Di Wilayah Kerja Puskesmas Kuin Raya Banjarmasin. *Dinamika Kesehatan*, 8(1), 219–229.
- Dewi, I. K. Sulaiman, Z. (2022). Kajian Psikologi Sastra Dalam Film “Sabar Ini Ujian” Karya Anggy Umbara. *Caraka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia Serta Daerah*, 11(1), 28–38.
- Fachrudin, A. Y. (2020). Konflik Batin Tokoh Sari dalam Novel Perempuan Bersampur Merah Oleh Intan Andaru. *Jurnal Bapala*, 7(1).
- Fajriyah, K., Mulawarman, W.G., Rokhmansyah, A. (2017). Kepribadian Tokoh Utama Wanita Dalam Novel Alisya Karya Muhammad Makhdlori: Kajian Psikologi Sastra. *CaLLs*, 3(1), 1–14.
- Fitri, H. (2022). Konflik Batin pada Tokoh Utama dalam Novel Egosentris Karya Syahid Muhammad dan Implikasinya Terhadap Pembelajaran Sastra di SMA. *Tawshiyah: Jurnal Sosial Keagamaan Dan Pendidikan Islam*, 17(2), 1–11.
- Freud, Sigmund. (1949). *The Ego and the Id*. The Hogarth Press LTD.
- Kirom, A. (2017). Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural. *Jurnal Pendidikan Agama Islam*, 3(1), 69–80.
- Minderop, A. (2016). *Psikologi Sastra: Karya Sastra, Metode, Teori, dan Contoh Kasus (edisi 2)*. In 2016. Yayasan Pustaka Obor Indonesia.
- Nur Dayana, I., Andalas, E. F. (2019). Konflik Batin Tokoh Pak Fauzan Dan Pak Iskandar Dalam Novel “Kambing Dan Hujan” (Telaah Psikologi Sastra). *FON : Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 15(2), 1–11.
- Qotrunada S, S., Raharjo, R., & Indarti, T. (2022). Konflik Batin Tokoh Aris pada Film Pria Karya Yudho Aditya (Kajian Psikologi Sastra). *Jurnal Ilmiah FONEMA : Jurnal Edukasi Bahasa Dan Sastra*, 5(2), 193–211. <https://doi.org/https://doi.org/10.25139/fn.v5i2.5216>
- Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33).
- Rismayanti, N. W., Martha, I. N., Sudiana, I. N. (2020). Kajian Sosiologi Sastra Dalam Novel Puzzle Mimpi Karya Anna Farida. *Jurnal Ilmu Sosial Dan Humaniora*, 9(1), 7–14.
- Rosmila, A. (2020). Kepribadian Tokoh Utama dalam Novel Kanvas Karya Bintang Purwanda. *Jurnal Bahasa, Sastra, Seni, Dan Budaya*, 4(2).

- Santrock, J. W. (2012). *Life Span Development [Perkembangan Masa Hidup]* (1st ed.). Jakarta: Erlangga.
- Saragih, A. K., Nola Sari Manik, N. S., Br Samosir, R. R. Y. (2021). Hubungan Imajinasi Dengan Karya Sastra Novel. *Jurnal Sastra*, 10(2), 100–110.
- Sartika, E., Kau, M. U., Asmagvira, Ali, A. H. (2022). Analisis Pendekatan Psikologi Sastra Dalam Novel *Re: Dan Perempuan*. *Jurnal Bahasa, Sastra, Dan Budaya Indonesia*, 12(2), 1–8.
- Setiaji, A. B. (2019). Kajian Psikologi Sastra Dalam Cerpen “Perempuan Balian” Karya Sandi Firli. *Jurnal Lingue: Bahasa, Budaya, Dan Sastra*, 1(1), 21–35.
- Shabir, M. (2015). *Posisi Guru Sebagai Pendidik* (2nd ed.). Auladuna.
- Sianipar, Y. H., Siregar, H. Lubis, F., Simanjuntak, E. E. (2022). Kajian Kritik Sastra Dengan Pendekatan psikologi Pada Novel *Pergi* Karya Tereliye. *Jurnal Bahasa Dan Sastra*, 7(1), 54–61.
- Suprpto, L. (2014). Kajian Psikologi Sastra dan Karakter Novel 9 Dari Nadira karya Leila S. Chudori. *Jurnal Penelitian Bahasa, Sastra Indonesia*, 2(3).
- Tara, S. N. A., Mukhamad, R., & Kundharu, S. (2019). Konflik Batin Tokoh Utama Dalam Novel, Karya Ruwi Meita Tinjauan Psikologi Sastra dan Relevansinya Sebagai Bahan Ajar Sastra Indonesia Di SMA. *Jurnal Sastra*, 7(1).