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EDUCATIONAL VALUES IN NOVEL *MIMPI ANAK PULAU* BY ABIDAH EL KHALIEQY REVIEWED FROM INTRINSIC STRUCTURE STUDY

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Abstract

This research aims to explore and gain a deep understanding of the values of education in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy in terms of the novel's intrinsic structure (theme, plot, characters, characterizations, and settings). This research is descriptive qualitative research. The method used is content analysis. Data collection techniques and procedures used research instruments in the form of notebooks, intrinsic element analysis sheets, analysis sheets of educational values in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy. The results showed that the educational values in the form of religion/diligent worship, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, love of the country, achievement, friendship, love of peace, love to read, concern for the environment, social care, and responsibility, are found and described in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy. These educational values through the analysis of the intrinsic structure, which includes themes, characters and characterizations, plot, and setting.

Keywords: intrinsic structure, novel, educational values

Literary work is the result of human creativity, which is created with specific values. Literary works become a text that exists if it lives within the reader. The reader, as the giver of the meaning of literary text greatly determines the literary values. The values of honesty, sincerity, togetherness, religion, etc., are related to the character of education, and it can be internalized to students through literary or literary works (Wibowo, 2013:129).

Literature is a form and result of creative arts whose objects are humans and their lives using language as the medium. Literature is called art work because it contains beauty or aesthetics in creation or creation. Literature is the creative activity of a work of art. So, literature is a form of the top of human creativity (Wellek, 2014:3).

Novels as literary works contain meaning or meaningful structures. According to Kosasih (2012:60), novel stories are easier to understand and understand by readers. The messages conveyed by the authors can be educational value. A novel as a work of fiction presents a story that contains idealized and imaginative life with intrinsic elements such as themes, characters, plot, and narrative settings. So, a novel is an imaginative work that tells the life of a person or several characters. So, the characters and character traits are more developed until their experience change the fate. If the readers try to understand the novel, they can learn from the values contained in the novel. Structural

studies aim to describe the functions and linkages between various elements of literary works together to produce a whole (Nurgiyantoro, 2002:37).

Learning literary works, such as novels, is full of educational values. Books are necessary as a tool in the educational process. Besides, it supported by various facts that books cannot replaced by other media. They are also an inexpensive educational medium that can be restudied anytime and anywhere with positive benefits, such as to nurture and develop thoughts, imagination, and personality. However, books can also paralyze or damage the mind, vision, and individuality if they are wrong and out of line with development.

Education is important in the progress of a nation, even in human life. The world of education is a complex, challenging, and noble world (Maswadi, 2011:15). Complex means the spectrum is broad, challenging means, it determines the future of the nation, and noble because education humanizes humans. In-Law, Number 20 of 2003, Article 1 paragraph 1, concerning the National Education System. The function of education is to develop and shape the dignified character and civilization of the nation to educate the nation's life which aims to expand the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Tirtarahardja, 2005: 40-41). In its development, the term education means guidance or assistance given deliberately to students by adults so that they become adults.

Educational values can be taken by humans through various things, including understanding thoroughly and enjoying a literary work. There are four kinds of education values, namely religious, moral, social, and cultural values. These values are not different from the values that exist in the real life of society. They are idealized by the author to discuss a problem in real life (Sumardjo, 1999:3).

Some of the results of previous studies focus on educational values written by Novi Wening Wigati and Widowati (2017). They discuss the structure of the novel, including characters, plot, and setting, by showing the character values, including religion, honesty, tolerance, disciplined, democratic, curiosity, love the country, friendly/communicative, like to read, care about the environment, care about social. It was also conveyed by Endah Ariani Madusari and Emzir (2015), who examined the value of education in Tere Liye's novel *Anak Mamak*, which includes honesty, loyalty, belief, belief, and love. Structural research results lie in the value of education, which can be seen, through the communication of numbers, characters, storylines, and themes in the four novels *Eliana*, *Phuket*, *Burlian*, and *Amelia*. Meanwhile, the research results of Sulandri Nuryadin (2017) stated that historical events in *The Red and The Black* took place in Verrières, Besançon, and Paris. The background scenes in the novel *The Chartreuse of Parma* took place in Parma, France, and Belgium. The context represents has a clear timeline. The educational value in this novel made in two ways, namely explicit and implicit. The educational value in the novel is intellectual and cultural.

The purpose of the researches to explore and gain a deep understanding of the values of education in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy in terms of the intrinsic structure of the novel (theme, plot, character, characterization, and setting) that builds the storytelling in the novel. This study wants to convey the importance of educational values based on the intrinsic elements in the novel. The student will be developed based on the choice of *Mimpi Anak Pulau* by Abidah El Khalieqy because there are elements of educational values inherent in the novel's story.

METHOD

This research is descriptive qualitative research. The method is content analysis. Qualitative methods are research procedures that produce descriptive data in the written form or spoken words from people and observable behavior (Moleong, 2002:3). The descriptive method is a problem procedure for describing or describing the subject-object or research object based on visible facts (Siswantoro, 2005:56). The data source that used in this study is *Mimpi Anak Pulau* by Abidah El Khalieqy.

Based on this introduction, we can deeply understand the values of education in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy. Analyzed educational values based on structural studies using intrinsic elements included themes, characters and characterizations, grooves, and settings.

The research data form of expressions or sentences contained in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy. In this study, steps taken to follow data, such as data techniques and procedures.

Data techniques and procedures are the main steps in obtaining data by using research instruments form of notebooks, stationery, intrinsic element analysis sheets, and educational value analysis sheets.

RESULTS AND DISCUSSION

The research results begin with an intrinsic structural study. In structural studies, intrinsic consists of five aspects, namely theme, character and characterization, plot, setting, and message. Intrinsic structural studies made them understand in detail the educational values of the intrinsic novel structure.

According to Fananie, (2001:76), literary works can be said to be appropriate for every intrinsic element in their structure. The intrinsic novel of elements consists of several elements. These elements are the theme, characters and characterizations, plot, language style, setting or story background, point of view, and message. Themes are the subjects used to form stories in novels. Characters and characterizations are the presentations of each character in the novel, while the plot is a series of events from the course of the novel.

1. Themes

Themes are the ideas that underlie a story. They can be in the form of religion, morals, and social issues related to life, by knowing the theme of a literary work by reading carefully every conflict in it (Fananie, 2001:84).

The theme of the novel *Mimpi Anak Pulau* by Abidah El Khalieqy, told us how the main role of parents educating children from an early age, it is also to motivate them to form of love, attention, moral responsibility, and social responsibility that embedded in their child's personality. In limited conditions and money, parents try to get their children to get an education who's better than themselves. They should be taken away as long as their children given a proper education for their future. The children will then grow up and behave well, so easy for them to socialize with other people, be they relatives, friends or people who need them. Teachers also have an equally important role in educating children, so that they become children who have extensive knowledge which can later benefit fellow humans. In struggle, education with economic limitations of parents accompanied by enthusiasm, hard work, and discipline to achieve the goals. So, in establishing true friendships, instilling values of character education from oneself and fellow relationships, such as honesty, politeness, loyalty, and patience. The discussion of the three themes will described as follows.

The process of educating children in the family include the environment and school environment. These three elements are interrelated to form children who have noble character. The formation of children's character can be started from the family environment. The children educated

to have responsibility, honesty, discipline, hard work, caring for the environment, and caring socially. This snippet can be seen in the following quotation.

Aku ingin rajin sekolah tapi juga ingin mencari ikan Indok yang banyak, biar bisa dijual ke pasar untuk menambah tabungan Indok. Aku ingin membantu Indok mencukupi kebutuhan kami sekeluarga.

Aku ingin berbakti pada ibu, seperti nasihat yang diberikan Opu saat kematian ayahku. Aku ingin! (Khalieqy, 2015: 110—111)

Children's character education, by parents in the family and community as well as teachers in the school environment, determines the child's future. Religious education as the basis for children's character education plays a crucial role in instilling noble morals. The world of education is complicated and broad in scope. The duty of religious education as a cornerstone of primary education determines other educational values. This snippet can be seen in the following quotation.

“Pastilah, nak. Indok selalu berdoa untuk kebaikan kalian. Tapi kalian juga jangan lupa berdoa ya. Berdoa untuk kesehatan Indok, untuk kesehatan dan kebaikan kalian. Biar rizki kita dimudahkan sama Allah. Ya, nak.”

Iya, Ndok. Habis shalat dhuhur, aku berangkat ke tempat Opu.” (Khalieqy, 2015: 72—73)

Obtaining education for every child is the right way that they must receive. The struggle to get the education to achieve the future, especially with very heavy economic limitations. When the necessities of life are still not fulfilled, educational records must be made. Likewise, in shaping children's character, education in schools needed to obtain knowledge that can later be used for social life in society. Parents, as the person in charge of children's education, will try to get the best possible education outside of the family. Hard work and sacrifice of parents will determine the future of their children to get a better education. This snippet can be seen in the following quotation.

Esuk kalau Gani sudah lulus Sekolah Dasar, aku ingin dia bisa meneruskan sekolah setingginya, sampai jadi Insinyur seperti Bung Karno. Aku boleh tak sekolah, tapi bodoh itu haram! (Khalieqy, 2015:75)

“Taklah. Aku ingin anakku bisa sekolah yang tinggi dan meraih cita-citanya. Cukup orang tuanya saja yang bodoh. Anakku harus lebih pandai dan lebih bagus nasibnya kelak. ...” (Khalieqy, 2015:127)

Friendship is a relationship that cannot be obtained instantly and quickly. The factors that form friendship include similarities in character, perceptions, hobbies, and so on, which are intertwined intensively over a long period to produce necessary elements. In *Mimpi Anak Pulau*, there is a theme that tells of the true friendship between Gani and Billah. They have the same fate as overseas children in Yogyakarta with the economic conditions of both needy families. This snippet can be seen in the following quotation.

“Lemes kali aku, Gan. Rasanya dah habis seluruh energiku”, kata Billah, disela waktu rehat para pekerja minum teh. Namun mereka tidak ikut minum karena lagi puasa. “Jangan cengeng jadi orang. Kita mesti kuat.” (Khalieqy, 2015:13)

They motivate and complement each other, so that life's problems can be felt together. Their joys and sorrows can be felt together.

2. Character and Characterization

The novel *Mimpi Anak Pulau* presents hard work, honesty, religion, discipline, independence, achievement, environmental care, social care, and responsibility characters. Gani, as the main character who appears more often in the story series. The story of Gani's life, as the main character, is told from childhood to adulthood in her struggle to achieve her dreams like her idol, Bung Karno. Gani, who was a child, with all the joys and sorrows, took her education with a limitation mediocre family economy. This snippet can be seen in the following quotation.

“Ya Allah, aku lapar. Berikanlah rizki-Mu dan hapuslah duka di wajahku ini. Aku tak mau lagi seperti ini. Aku ingin jadi orang hebat kelak, yang bisa dibanggakan Indok dan orang banyak. Tolonglah aku ya Allah! Tolonglah aku! Rabbana atina fiddunya hasanah wa fil akhirati hasanah wa qina adzabannar. Amin!” (Khalieqy, 2015:82)

After stopping writing, Gani's childhood was colored with a sense of responsibility as the oldest child in the Gani family. He always remembered Opu Hamid after his father died. This snippet can be seen in the following quotation.

Aku ingin berbakti pada ibu, seperti nasihat yang diberikan Opu saat kematian ayahku. Aku ingin! (Khalieqy, 2015:111)

Gani also likes to help friends who are in trouble, even though he is still lacking. But, because of a sense of solidarity, a complement of each other in joy and sorrow. This snippet can be seen in the following quotation.

“Gan, uangmu masih ada sisa kan? Ayolah pinjam 100 aja. Awal bulan aku balikin. Janji!”, kata Billah, agak memaksa, “untuk beli antalgin.”
Meskipun uang Gani benar-benar hanya tinggal 100 rupiah, ia tak tega melihat wajah Billah yang memelas. (Khalieqy, 2015:243)

Gani is also like a teacher, motivator, or discussion partner for his friends. He always provides the best input and solutions to the problems at hand. This snippet can be seen in the following quotation.

“Gan, setulusanya saya ucapkan terima kasih atas sumbangan dan kerjasama sampean di tim Porseni ya. Wah! Kalau tak ada backup dari sampean, support yang terus-menerus, saya takut kalau bakal seperti apa Porseni kemarin.” (Khalieqy, 2015:282)

While working as OB, Gani was a hard worker, disciplined, responsible, respecting other people, a motivator, and a good model for his friends and subordinates in the office. Also, in social activities, he likes to help anyone who needs his help. This snippet can be seen in the following quotation.

“Bagiku, Bos bukan hanya seorang pemimpin di kantor, namun beliau adalah ayah, sosok ayang yang jadi panutan anak-anaknya, ya kami-kami ini. Karena beliau tidak hanya peduli urusan kantor. Beliau juga menanyakan kabar kesehatan kami dan keluarga”, aku sang preman dengan penuh haru. (Khalieqy, 2015:396)

The forming of Gani's character, who works hard, honest, religious, disciplined, independent, achievers, cares about the environment, responsible, cannot be separated from the participation of parents in educating their children to become individuals who have noble character and help others. Cultivating morals from an early age will shape the character in life. Gani's father instilled religious values in Gani. Pak Lasa cares for his children. He feels a responsibility as a parent. Religious

education is very important for children's lives. Every morning Mr. Lasa always invites his children to pray Subh. This snippet can be seen in the following quotation.

“Anak-anak rajin, ayah bangga pada kalian. Tunggu ayah sebentar, nanti kita jamaah subuh bersama.” (Khalieqy, 2015:36)

Likewise, the role of Rabiya's mother, who's every day always educates Gani and her siblings with love and affection. The struggle, hard work, responsibility of a mother is big for Gani's future. As an orphan since childhood, mother Rabiya automatically would bear the bones of her own family. She struggled to be able to send her children to the future. This snippet can be seen in the following quotation.

Tiap pagi sebelum subuh, bu Rabiya tekah bangun untuk memasak kue-kue, menggoreng pisang, bikin manisan nenas dan kue sagu, kue dari bahan ubi dan keledak. (Khalieqy, 2015:59)

Although Mrs. Rabiya has never attended school, her children have to go to school. Mrs. Rabiya's struggle and hard work for her children to go to school. She deeply instilled in her children's hearts. Her hard work only for her children can be better than her. This snippet can be seen in the following quotation.

“... Aku ingin anakku bisa sekolah yang tinggi dan meraih cita-citanya. Cukup orang tuanya saja yang bodoh. Anakku harus lebih pandai dan lebih bagus nasibnya kelak. ...” (Khalieqy, 2015:127)

3. Plot

A series of events present in the storyline of *Mimpi Anak Pulau*. The stages of events present the life journey of the main characters and those who play a role in the story. The series of stories produces several parts. A straight line and a highlight behind a part of the story that begins with the main character's life journey in Yogyakarta then follow the story of the main character's past.

The backflow is part of *Mimpi Anak Pulau* story. Some of the stories turn the main character around. The challenge of living in the city of Yogyakarta without getting tired is to stay alive. Gani tries to work as a construction worker to cover his financial shortcomings to survive in Yogyakarta. Living in a relationship with limited finances has made Gani stronger and more independent living her life, especially since his mother's parcel was sometimes late.

The stages of the story contained in *Mimpi Anak Pulau* story begins with Gani's childhood, in Batu Besar village, Nongsa. A child of Bugis descent who was born and lived on the edge of a deserted forest, on the edge of the open sea who aspires to be like his idol, Bung Karno. This snippet can be seen in the following quotation.

Hari ini, kita bisa saksikan seorang anak yang lahir di pinggiran hutan sunyi, di gigir laut lepas, benar-benar anak pulau yang pernah memancangkan impiannya di atas langit, seperti dentuman provokasi sang tokoh idolnya, bung Karno ‘Gantungkan cita-citamu setinggi langit’. (Khalieqy, 2015:457)

The condition of the family is very apprehensive, as an orphan whose father had abandoned him since he was nine years old. He tries to help his mother to fulfil the family's needs. This snippet can be seen in the following quotation.

Ia pun telah belajar mencari nafkah di usia sangat belia, usia kanak-kanak yang belum masanya untuk memikirkan urusan nafkah. Namun karena keadaan, Gani kecil dengan penuh mimpi menjalani kondisi itu apa adanya. (Khalieqy, 2015:419)

Entering his teenage years, Gani, whom time was studying at PGA, Tanjung Pinang, dreamed of appearing like his peers at that age. He wants to look different on Eid al-Fitr by buying a shirt from the Casmilon brand. This snippet can be seen in the following quotation.

Saat remaja, ia pernah memimpikan tampilan mewah sebagaimana kawan-kawan seusianya yang suka memakai kemeja merk Casmilon. Untuk mendapatkannya, ia pun telah menempuh kerja rodi yang tidak main-main beratnya, membakar arang di Dapur Arang. (Khalieqy, 2015:420)

When propose Norjanah, Gani also felt confused because he did not have money, especially when he expected parcel from her poor mother. Likewise, before the Walimah's event, after the proposal was accepted and immediately married by Norjanah's parents, Gani was confused about finding money to get extra money for the event.

Until finally, hard work, struggle, discipline, responsibility, and achievements paid off. Gani has received many positions and awards for the successful, in leading and advancing BP Batam to be more advanced and prouder.

4. Setting

The setting is the foundation that focused on the relationship between the place, time, and atmosphere of the events. The condition affects the course of the story to become more interesting in the content of the story. The novel *Mimpi Anak Pulau* story, it divided into three stages, namely the setting of the place, the setting of time, and the setting of the social environment.

The setting of the place told in *Mimpi Anak Pulau* includes a place where the story of Gani Lasa's life journey from childhood to achieve his dreams. Gani took his formal education at a local elementary school, which is limited uniform and equipment. After graduating from elementary school, Gani continued his education at PGA Tanjung Pinang. During school at PGA, Gani lived in a dormitory and received a 70 KR scholarship (Riau Islands). After completing his education at PGA for six years, he continued his education in Yogyakarta. Gani continued at IAIN Yogyakarta by taking the Sharia Faculty majoring in Hadith Interpretation. After graduating munaqsah from IAIN, and married Norjanah, his wife who married after manaqasah. Gani brought Norjanah back to Batu Besar, Nongsa. Then Gani and Ahmad applied for a job at the Batam Authority (OB) and were accepted. Gani's career at OB continued to climb until he held the highest position as Deputy for Administration and General Affairs.

The time setting told in *Mimpi Anak Pulau* includes the events depicted in the story. The time setting can be the hour, date, day, month, and year in the event. The time journey achieved by Gani from childhood and then through education until finally working, and reaching an important position is illustrated in this story. Gani is at the age of nine years, has become an orphan because his father died. Together with his brother Gani, he once asked to work in Dapur 12 or Dapur Arang, which owned by a halfbreed Chinese named Koh Boen. Then after graduating from IAIN and returning to Batam, Gani and Ahmad applied for a job at OB and were accepted. Gani's persistence and hard work while working at the port earned his rewards. Also, ideas that change many OBs for the better one.

The background told in the novel *Mimpi Anak Pulau* includes the atmosphere of life when Gani was a child in Batu Besar, studied at the PGA Tanjung Pinang hostel, studied at IAIN Yogyakarta, and returned to Batam to work at the Batam Authority.

The research finding shows that the intrinsic elements can reveal educational values in conveying novels in-depth based on the themes, characters, plot, and background. Intrinsically disclosure can express what he wants to convey in the novel. It is in accordance with Kosasih

(2012:60), story novels are easy to be applied and easy to implement by readers, the messages conveyed by the authors can become educational values that contain idealized and imaginative life, with intrinsic elements, such as themes, characters, plot, and a narrative setting.

CONCLUSION

From the description above, it can be concluded that the results of the analysis of the novel *Mimpi Anak Pulau* by Abidah El Khalieqy are the intrinsic structure of the novel, including themes, characters, and characterizations, plot, and setting. The theme in this novel consists of a) the role of parents to instill children's character values, b) the struggle for education, and c) true friendship. The characterizations in *Mimpi Anak Pulau* consist of the main and additional characters. The main character is Abdul Gani, who described as a man who is religious, disciplined, hardworking, independent, enthusiastic, achievers, motivator, responsible, honest, democratic, friendly, curious, socially aware, and cares about the environment. Additional figures are a) Pak Lasa, is Gani's biological father from Selayar, South Sulawesi. Pak Lasa described as a father who is religious, responsible, hardworking, patient, and affectionate with his family; b) Bu Rabiyah, Gani's biological mother, originally from the village of Batu Besar, Batam. Bu Rabiyah described as a religious, disciplined, hard worker, independent, enthusiastic, motivator, honest, responsible, and affectionate towards her family; c) Siti Delima (commonly called Doly) and Abdullah Sani (Atok), they are Gani's younger siblings, they are honest, and love their family; d) Japari and Abdul Qadir, they are Gani's half brothers, described as brothers who are hardworking, passionate, and love their family; e) Opu Hamid is a teacher of Koran Gani, he described as a religious, patient, motivator, and unpretentious; f) Yusuf is Gani's roommate in the boarding school at PGA Tanjung Pinang, he is described as a friendly and motivator, g) Muhammad Billah is Gani's roommate when boarding at Mbah Sastro's house, he described as a friendly, hard worker, honest, and a motivator; h) Ahmad Dahlan has been a friend of Gani since childhood, he described as a friendly, motivator, enthusiastic, and socially caring person; i) Amin Fauzi is a friend of Gani's from Janti Village, Kertosono. He described as a friendly, socially caring person; j) Lilik whose full name is Lilik Nur Cholidah. He described as a cheerful, motivating, friendly, and socially caring person and k) Norjanah's wife Gani, she described as a religious, patient, loyal, enthusiastic, a loving family, and social care.

This novel uses an advanced plot divided into three stages, namely the initial, middle, and final stages. The initial began as a child, the middle started when Gani studied at PGA until he got married, and the last when Gani obtained a job and a position as OB at Batam. The background divided into three, specifically the setting of the place, time, and social environment.

In this study, the author wants to express the contents based on the intrinsic structure, including the theme, character and characterization, plot, and background to reveal the educational values. In society, there are full of challenges in education values, especially in the industrial revolution era. They require attention from educators. They have shifted from practicing educational values. So, educators needed to return the meaning of educational values to students through literature.

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