

## Analysis of Educational Aspects in the Novel “Bukan Pinang Dibelah Dua” and its Relationship with Literary Learning in Senior High School

Arifuddin Muhammad\*

Principal at Senior High School 1 Lambu, Bima, Indonesia

**\*Corresponding Author:** Arifuddin Muhammad, Principal at Senior High School 1 Lambu, Bima, Indonesia

**Abstract:** The purpose of this research is to understand and discover the aspects of education existing in the novel. The method used in this research is descriptive by describing the object or target of research through a pragmatic approach to study the value of education, the documenter method is a literature study, the observation method is to record the assessment and consideration of the object studied, the intuitive method is to carefully analyze every data found and empirically can be lived the meaning of the data. The research result concluded that: (1) the teaching of literature should be emphasize on students' appreciation development, (2) the teaching of literature is one of the educational media of the student, and (3) the novel "Bukan Pinang dibelah dua" by Ratna Indraswari: can be used as one of the teaching materials in senior high school, due to the form and content are appropriate with educational goal and the purpose of literary appreciation that students can get pleasure and benefit (*dulce et utyle*) from the novel, such as; it can develop the students' feelings, students' mind power and students' moral.

**Keywords:** Novel, Language, Literature, Education, Senior High School

### 1. INTRODUCTION

Based on the time allocation in learning Indonesian language and literature, especially in the field of literary appreciation, we do not find the allocation of special time available as in the old curriculum, where the language aspects are taught separately including special learning of Literary Appreciation. It should be realized that in language and literature learning in schools using a commutative approach where students are required to be able to communicate their ideas and opinions in writing or orally. With a relatively little time allocation, teachers are required to complete the material within a set time according to the planned number of face-to-face hours.

In anticipating the effectivity of the use of time in the material of literary building elements, especially prose literary works, of course, we should use various methods or models of learning. In the process of literary works, of course, it is not separated from four aspects of language skills (skill functions) such as reading, listening, speaking and writing skills. Of these four aspects of skill is taught integrally with other elements of language (languages focus), such as structure, literary appreciation, vocabulary, spelling which appropriate with Core and Basic Competency and learning objectives.

Literary work according to its variety is divided by prose, poetry and drama. However, in this discussion only explores the literary work of prose. Based on the length of the short story, there some kinds of fiction – such as short story, medium story and long story or slur (Saad, 1979). But a clear standard of these long-term requirements does not yet exist, at least, for Indonesian fiction story. How long is the length of Indonesian story, how long is a medium story? The answer for this simple question requires an effort to measure the length of all Indonesian fiction stories. Considering that the fiction story has been around for centuries, while the number of stories is uncertain, this measurement becomes an impossible job to do. More than that, what standard would be used in the measurement? What is the standard the time length to read a story to completion? This is so relative, depending on the speed of a person reads. So, in the next conversation the term of the fiction story includes all three.

If the story is a system, then the most important subsystem is plot, theme and characters (Culler, 1977: 192). According to Yakob Sumardjo (1984: 54) fictional elements include Plot (storyline), Characters (characters), themes (subject matter), Setting (where the story occurs), story atmosphere, story point of view. According to IGP Antara (1985: 51) the intrinsic elements (deep structure) include Themes, Plots (framework or storylines, plots), characterization (characters), the setting or place of the story (setting), Style of storytelling (style), Point of view, Story atmosphere (mood).

The purpose of the research entitled Analysis of Educational Aspects in the Novel "Bukan Pinang dibelah dua" by Ratna Indraswari, and its relationship with the teaching of literature in Senior High School is to understand and discover the aspects of education existing in the novel.

## **2. METHOD**

The method used in this research is descriptive method which describes the object or research target, through a pragmatic approach to examine the educational value, the documentary method; study of literature, the observation method; records the assessment and consideration the object researched, the intuitive method is to carefully analyze every data found and empirically can be internalized the meaning of the data.

## **3. RESULT AND DISCUSSION**

### **3.1. The Synopsis of the Novel “Bukan Pinang Dibelah Dua”**

This novel tells the story of twin sisters, Yana and Yani who were born to a prominent family where they lived. Their father is an economist whose name is often mentioned in the mass media, while their mother is a film director whose name is well known in the characteristics of national cinema, of course their mother also often appears in mass media, especially in women-only magazines.

Their parents are categorized as those who always maintain the reputation and dignity of their family in the community, so it is not surprising that the twins' parents want their children to have a decent job and be able to maintain their reputation. However, this thing became a burden for Yana, she felt depressed and her freedom and right as a child had been seized by her own parents. It makes Yana become a rebellious child and it is the common thing for her to quarrel with her parents. She wants to prove to society and her parents that not all twins are same and have to be different in principle.

Yana who has 6 months graduated from Diploma secretary does not know to raise their degree as the most prominent person in the city and has no idea about her future, as well she does not want to work in a big company by bringing her parents' name. But Yana's parents want their children to work in one of the biggest and most famous companies in the city where they live. Unnoticed by her parents, Yana has received a job offer by aunt (Nuke), her mother's cousin to become her coach. Her aunt often gets order to translate various scientific books from abroad. This good opportunity makes Yana desire to get that job, even she feels proud to get a job with her own ability without being shaded by her parents' name. she wants to prove to his parents that she was an independent woman.

Finally, Yana decided to live in Nuke's house in a city which is famous for apples, Malang city. In Malang, Yana lives with Nuke and Priambodo (Nuke's twin brother). It is different from what she imagined before, living in this ancient-style house she finds happiness and inner peace that she never felt during her stay with her parents. In Aunt Nuke's house, she feels free to express her opinion and she can do what she wants, it is a much different situation when living in her own home. During her stay at Aunt Nuke's house, Yana found out the real figure of Aunt Nuke and uncle Priambodo. Living with them makes she realize that she could takes many lessons from her new life and becomes wiser in dealing with life's problems.

### **3.2. The Relationship between Literary Learning and the Development of Feeling**

If we explore the literary work, especially novels, we are open and conducted it seriously, then various experiences and author's feeling which is successfully put into his creation will be able to find. These experiences and feelings are the stimulations of life that the literary person acquires in observing the object. Actually, literary feelings such as love, affection, pleasure, joy, hate, regret, disappointment, and furthermore a sense of humanity, social sense and so on, almost all individuals own it, however, the poet has more the sharpness and sensitivity compared with ordinary people in general. This is due to perseverance and earnestness in practicing in exploring and observing the objects that exist our lives.

The relation between feelings and experiences has the power of touching to the reader. This what makes the reader's feeling is affected, so the sharpness and sensitivity of the reader develops. Many experiences and feelings obtained from literary work make a person become more sensitive, polite and rise a gentle mind. According to Anang Zubae statement, the political slogan separates the relationship, but the art unifies. Because art is a powerful force which is able to defeat the evil world. The mission of art is love, peace on earth and peace in the future. In short, art (literature) is able to humanize humans, make them wise, love life more, draw closer to other humans and draw closer to God. Things that are said as above are very important instilled in students. To enrich and develop his feelings or cultural sense. Below is listed a piece of quote from the novel that has a relationship with the development of feelings.

*“I got into this room. My twin sister is busy for studying. She's a student of the Faculty of Engineering. I myself have passed my Diploma of Secretary program for six months. I want to get out of this house soon. I want to be able to get a job out of town. During these six months of idleness, with no directed and obvious activity, I was increasingly uncomfortable. Not only did I feel like I had lost my identity in society, but more than that, this house was like a prison for me.”*

*“Mom and Dad used to fight just for the little things. I always felt depressed by their quarrels, me and my twin sister Yani, had to be similar in every way. If Yani can study with fun in the Faculty of Engineering, they also think I should be able to be as engrossed as Yani. They often say "my entry in Diploma Secretary is just the impression of a young girl who wants to rebel for no reason in her parents." Moreover, according to my parents, the women who become secretaries are women whose careers will just stick there. Meanwhile, the women who become the engineer according to them are women who know that the future can be shaped by themselves. I can't tell my reasons to mom and dad at length. Therefore, it seems that we don't understand each other more and more. Maybe, that's why I feel like I have no basis to stand on ”*

If we look closely at the novel "Bukan Pinang dibelah dua" then surely, we will feel the refinement of the author's disclosure soul through beautiful words and expressions. The opening of this novel is quite instrumental to attract the attention of the reader. The author correctly uses comparative expressions in describing or describing a mood that is always restless and unsettled due to his parents fighting all the time so that she feels her house like a prison. Beautiful language with interesting expressions, directly and indirectly if the readers enjoy it seriously, then they will dissolve also in the inner atmosphere experienced by the main character in this novel. This is what makes the students will develop their feelings and be more sensitive to their feelings.

### **3.3. Relationship between Literary Learning and the Development of Thinking Power**

The children's thinking power will develop well when they are trained often and faced with questions determining the mind. This case is not limited in the issues related to counting numbers only. Literary works in the form of Prose, for instance, novels, are very rich with symbols that not only have implied meanings but are also express. In finding the express meaning, students should try to direct their mind to get happiness but please note that not all literary works both prose and poetry can be used as one of the literary subject matters to be presented to students, as a teacher must try to select the material, so that later it can develop the thinking power of students and at the same time can train their imagination.

According to the researcher, the novel "Bukan Pinang dibelah dua" by Ratna Indraswari, it can be said that the novel is really qualified to be used as one of the materials thought for students, since the senior high school students' thinking and imagination are in a level of maturity of art, they generally have strong imagination so that what is wished and captured by the senses can be immediately realized can be precisely realized. These things really need to be owned by students in the teaching of novels, students should always be faced with novels of literary quality, which allows children to take positive experiences from the characters playing in the novel. Therefore, students' imagination will be stronger and trained which means that the child's mind will always work.

The novel "Bukan Pinang dibelah dua" by Ratna Indraswari, in researcher's opinion, is a novel that contains many minds of intellectual educated people. As shown by the main character, someone has graduated from college in the Diploma secretary program. In general, people having experience

studying at universities are more useful in carrying out their lives, both in society, as citizens and their daily behavior, in short, said someone who has studied at college must be more knowledge and wiser in solving every problem that concerns himself, and others. This novel is very instrumental in developing the thinking power of a person, including students. This will be clearer if we observe the novel fragment below:

*“The area is full of twists. But uncle Priambodo is a skilled driver. Me and uncle Priambodo saw the workers knocking out the leaves of apples. According to uncle Priambodo, the leaves were indeed knocked so that the apples bear fruit, because in the area of this stone there is no fall. At this time, uncle Priambodo was crossing stone apples with Australian apples. When I was busy watching the workers, uncle Priambodo said, “Yana, if you don't feel at home here the employment contract can be canceled. You have to keep in mind we are too. In fact, this place is not suitable for young girl who want to develop with their careers and have talent and opportunities”*

*“I'm so guided because both of my parents have big names?! I guess you're like my daughter who now lives with her husband, her husband is in Australia. She's stubborn, beautiful and intelligent like you. With such talents, Yana shouldn't be in this city, you don't intend to be here?”*

*I laughed for his words.*

*“If you say I look like Dina, uncle would never go to Jakarta!”*

*“We then explored the entire apple orchard. Suddenly, I felt this man very well understood me quickly. Meanwhile, Dad may know macro and microeconomics better than his son.”(p. 17).*

From the expressions, it is ascertained that the author shows who exactly the character speaking in the novel. Novels are rich with expressions that are implied and help the process of developing the children's imagination. But what people and students need to know is that in order to understand something literary, we should read it carefully and carefully and our minds are forced to work to find the meaning behind the expressions made by the author.

The expressions used by the author in this novel, it will not be understood by students. In this case, it is the teacher's job that will try to help direct and guide the students so that the development of their thinking power or imagination becomes more developed.

Words and phrases like: this area is full of twists, autumn, crossing apples, his career, how, macro and microeconomics and others. It will force you to think, what does the author mean to use those words. The words and expressions above will certainly cause problems for students, because the terms are not yet known by students. In this case, it is the teachers' task that will try to help direct and guide so that students are motivated to find their meaning if the words and expressions are open or the student has obtained a picture of its meaning, then it can be determined the implied meaning of the words and expressions. Therefore, the imagination and power of the child can be aroused and work better.

### **3.4. Relationship between Literary Learning and Moral Building**

When we talk about moral issues, it is closely related to religion. Religion is the most essential element in students' moral building. Students who consequently practice their religious teachings can be expected to be morally good and strong. Therefore, the agreement of literary works that breathe a lot of religion will have a positive influence on the development of students. The moral strength of the children, can be used as a standard criterion in every movement and behavior, as they carry out their lives in the World, therefore the presenting of literary works such as prose and poetry that contains a lot of religion, are very important and need to form the real human, namely human who know themselves, know other humans, know their environment and know their God well. The students, as a human will also do something good or bad, right or wrong, appropriate and inappropriate, know also his rights and obligations and his essence as a human being and citizen and as a servant before God.

Moral strength is a force against man, so that in their behavior will always remember the way according to their beliefs and teachings and his outlook on life. Below are quoted two pieces of fragment from the novel that have to do with moral building.

*“Aunt Nuke, in the eyes of society is a successful woman. But I see it from the other side, because I know the weaknesses as well. Maybe the weakness is human because every human being has weaknesses that are realized or unconscious. I note this in my diarrhea and hope to be a good input for the next chapter”*

*"Then I remember yani's words: the future is actually the present time that is prepared."*

*"I try to get rid of these nonsense thoughts by working hard. Every time I finish taking care of work, I try to write or try anything" "Aunt Nuke once told a story, familiarizing all her feelings by working hard. I've always been in awe of Aunt Nuke being able to neutralize her feelings by working, so, why don't I give it a try?."*

From the quote of the two fragments, it is clear that the author's view that humans are social, humans cannot escape from other humans and their environment. Helping each other, paying attention to each other, even judging each other is a human character. Besides being well aware that every human being must have its weaknesses but also there are advantages. In a later quote, the author also expressed his view that the future must be prepared in the present. Therefore, in the view of the author, everyone must work hard from the beginning.

The views of the author are closely related to the teachings of religion, especially Islam. According to the Dogma of Islam, man cannot escape from man and his environment because man must have weaknesses and lack, so according to Islamic dogma, it is required that humans help each other in kindness, and actively work is an obligation like god's word which reads "work as if you did not die as long as possible but worship as if you died tomorrow". The views derived from the teachings of this religion that need to be known and instilled in students. Therefore, the national educational objectives and the goals of literary teaching can be achieved as expected.

After the researcher analyzed the novel "Bukan Pinang dibelah dua" by Ratna Indraswari from the aspect of education then the researcher think that this novel can help to achieve the purpose of education, if the teacher concerned is able to present and guide students well. As a literary work, the novel "Bukan Pinang dibelah dua" can be said to be a good work that can be a member of entertainment and enjoyment and can be a blessing.

The values of knowledge that can be utilized to become a wiser person are more knowledgeable and closer to the God. Therefore, this novel can be used as an appreciation so that children are motivated to read more literary works, not limited to literary works in the form of novels only, but also in the form of short stories, and collections of poems. If such an attitude has been owned by students, most of them will be motivated to try to write anything that feels that moves in his mind into the form of poetry, short stories and novels.

### **3.5. The Novel's Implication for Indonesian Language and Literature Learning**

In general, Indonesian lessons in senior high school have one teaching material related to literary appreciation. Literary appreciation in school is related to the study of literature in the form of poetry, prose, and drama. One of them is the novel which is part of the prose. During this time the study of novels conducted in schools only discussed certain parts only. In essence, the learning of literary appreciation is introducing to students about the values contained in a literary work. Students are invited to live the experiences depicted in literary works. Learning literary appreciation aims to develop students' sensitivity to the values contained in literary works.

The discussion of the novel "Bukan Pinang dibelah dua" is related to the teaching of literature in senior high school, that is contained in the 2013 curriculum with basic competency Showing honest behavior, caring, politeness, responsibility in the use of Indonesian to understand and present the results of textual analysis and understand the structure and rules of novel text both through writing and writing. In the analysis of the structure of the novel can be used as teaching material for basic competencies related to understanding and knowledge and application. This understanding of the interrelationships between elements in the novel can provide knowledge to students about the analysis of the structure of the novel in more depth. Through the analysis of the interrelationships between elements in the novel, students are directed to read more carefully to make it easier to find intrinsic elements in it. Students must think critically when analyzing the meaning contained in the novel. The process of finding interrelationships between elements in the novel, students must be able to connect every element of the story that has been analyzed so that the story can be accepted properly.

Related to the teaching of literature in school, teacher need to understand that the purpose of teaching literature in school is directed at cognitive aspects (knowledge), affective (attitude), psychomotor (skills). The cognitive aspect in literary learning is the response given by learners in the form of understanding after reading a literary work. Furthermore, the teacher can assess the student's understanding by knowing the knowledge obtained after reading. The affective realm in literary learning is related to the change in students' attitudes towards the works they have read. In this realm, teachers are required to pay attention to learners after reading literary works, whether learners feel enthusiastic in the work they read or not, whether learners experience changes after reading literature. Furthermore, the psychomotor realm is related to the skills of learners after being given the application of the values contained in literary works in everyday life.

Through literary works such as the novel "Bukan Pinang dibelah dua", it is expected that students have knowledge related to educational values and foster creativity and interest of students to learn literature, and be able to develop students' sensitivity to educational values. The educational values in the novel "Bukan Pinang dibelah dua" is very important to be examined by students in their daily lives. These educational values include how to think logically, how to behave towards others in everyday life, and so on.

#### **4. CONCLUSION**

Based on the description of educational analysis in the novel "Bukan Pinang dibelah dua" by Ratna Indraswari and its relationship with the teaching of literature in high school, it can be drawn some conclusions that literature lesson should be based on the development of literary appreciation of students. The teaching of literature is one of the educational medias for students. The novel "Bukan Pinang dibelah dua" by Ratna Indraswar can be used as one of the literary teaching materials in senior high school, because the form and content appropriate with the purpose of education and the purpose of literary appreciation, such as students get pleasure and usefulness. Meanwhile, it can develop students' feeling, the thinking power as well as their moral.

To increase learning activities and appreciation of children to literary works, it is recommended; a) The purpose of literary teaching should not be separated from the general purpose of education, therefore the selection of material should be carried out by reviewing it from several aspects of education, besides literary artwork, b) literary teaching not only focuses on the provision of theory, but also in terms of practical, namely students invited actively and creatively, c) Teachers are expected to master the material to be taught, both theory and learning, so that the purpose of literary teaching is directed towards fostering appreciation, namely fostering students to have the ability to enjoy, understand, and appreciate a literary copyright, d) Books of literary works should be provided sufficiently in the school library, besides that, the teacher tries to stimulate students to read a lot of their own various literary works. Therefore, the students are expected to consider that reading literary works is the joy of their life.

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### AUTHOR’S BIOGRAPHY



**Drs. Arifudin**, born in Na'e Village Sape. Bima District on 31st Desember 1962. He graduated from State Senior High School 1 Bima City in 1983. Getting his Bachelor Degree of Language an Art study program from the faculty of teacher training and education of mataram university in 1990. teaching experience: appointed as civil servant teacher in Dompu in 1992. teaching at Senior High School 1 Sape in 2001. appointed as the headmaster of Senior High School 2 Sape in 2011, the headmaster of senior high school 2 sape and the headmaster of senior high school 1 lambu in 2018. he took a part in national short story writing competition and also write poetry collection but it was not published.

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