

The Analysis of Character and Characterization of Alif in the Novel *Ranah 3 Warna* by Ahmad Fuadi and its Implication to Literatur Learning in Senior High School

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ABSTRACT

This research aims to (1) describe the character and characterization of Alif in Ahmad Fuadi's novel **Ranah 3 Warna** and (2) explore the implications of this analysis for high school literature education. Employing a descriptive qualitative research method, data was collected through library techniques utilizing written sources, focusing on the novel's content (phrases, words, sentences, prologue, and dialogue). Data analysis followed a flow model, and the validity and reliability were tested through semantic validity and intrarater reliability. The findings reveal that Alif exhibits three character dimensions: physiological, sociological, and psychological. Various techniques used in his characterization include conversation, behavior, thoughts and feelings, flow of consciousness, character reactions, and physical depiction. Alif's character and characterization have implications for high school literary learning, specifically addressing KD 3.9 and KD 4.9 related to analyzing and designing novels.

INTRODUCTION

A quality literary work not only aims to entertain, but also provides benefits and meaning to the reader. Literary works come in various forms, such as prose, poetry and drama. In prose fiction, there are various forms such as novels and short stories. The novel itself consists of two main elements, namely intrinsic and extrinsic elements. Intrinsic elements include elements that build a story, such as plot, plot, character and characterization, theme, setting, point of view, language style and moral message. Meanwhile, extrinsic elements include factors that influence literary works, such as the author's biography, social, cultural, religious, economic and political conditions.

According to Nurgiyantoro (2015: 2), the term fiction is often used in the context of being the opposite of reality, where something that exists and happens in the real world can be proven true through empirical data. The ability to prove or disprove something expressed in a work empirically is one of the main differences between works of fiction and nonfiction. Characters, events and places in fiction are imaginative, while in nonfiction works they are factual. In other words, every thing mentioned in a nonfiction text must be proven by empirical data; if it cannot be proven, then it is considered false.

Nurgiyantoro (2015: 3), also believes that fiction depicts various challenges in human life through interactions with the environment, others, oneself, and God. Fiction is the result of dialogue, contemplation, and the author's reaction to his environment and life. Even though it comes from imagination, fiction is not just a daydream, but is the result of deep appreciation and reflection on the meaning of life, carried out with full awareness and responsibility.

This research will analyze a novel. Novels are imaginative literary works that can entertain someone, as well as long writings created by someone and made into a book. Researchers will discuss one of the intrinsic elements of a novel, namely characters and characterization. The novel itself is a type of literary work that can be used as a means or medium for conveying an idea. Through the characters depicted, the author can create an ideology that contains meaning or moral values, as well as life values that can be used as role models. The description of the story presented by the author is usually close to the author's life, the good and bad nature of human behavior.

The values contained in a novel are a medium that can help in character and mental formation for students. A good teacher does not only rely on learning theory to apply to students, but also needs guidance from the teacher in terms of attitude and behavior. The teaching and learning process can be done by understanding literary texts. To be able to understand a literary work, which in this case is a novel, it is necessary to analyze the elements of the novel that the student reads. Students can analyze one element of a novel, namely characters and characterization. When students analyze story characters, students will discover the attitudes, traits, behavior, and characteristics that the author shows about these characters. With teacher guidance, students can better understand what is good and right, and they can use it as an example in their lives.

B. Rahmanto via Anggraini (2020), literary education taught in schools has several important benefits for students' overall development, including: (1) improving language skills, (2) expanding cultural knowledge, (3) developing the ability to imagine and feel, and (4) supports character formation. It is hoped that these benefits can improve students' literary appreciation abilities comprehensively. It is hoped that the learning process will also be able to provide memorable experiences for students when interacting with literary works, especially novels.

According to Nurgiyantoro (2015:249), characters in stories have an important role as conveyers of messages, messages, morals, or other things that the author wants to convey to readers. Therefore, the author wants to analyze one of the intrinsic elements of a novel *Ranah 3 Warna* Ahmad Fuadi's work, which won "National Best Seller", was also looked at by MNC Pictures to be made into a film, analyzing the character and characterization of Alif, the main character from the novel. Someone who reads a novel can learn lessons and form a certain attitude through the messages contained in the novel they read. The characters and characterizations in a novel are able to convey positive messages to readers, both the good and bad traits of the characters shown in the novel. Apart from that, no one has analyzed Alif's characterization in the novel *Ranah 3 Warna* the work of Ahmad Fuadi.

The character Alif is described as a warrior who undergoes various life tests which are full of meaning for the readers. Alif is confident that he will be able to achieve his goals. The story in the novel *Ranah 3 Warna* begins with Alif who has just graduated from the Islamic boarding school in Pondok Madani, which was previously told in the novel *Negeri 5 Menara*. After that, Alif had many dreams, including continuing his education at ITB like Habibie and then moving to America. However, Randai, his close friend, doubts Alif's ability to enter ITB, especially because Alif does not have a high school diploma, making it difficult for him to be accepted into state universities (PTN). Even so, Alif's desire to study at PTN is very strong. With the spirit of *man jadda wajadda*, Alif is determined to take the high school equivalency exam so he can register for the State University Entrance Exam (UMPTN). Alif studied hard for two months to pass the exam. After a tiring struggle, Alif finally passed the exam even though he had a mediocre score.

When choosing a major, Alif considered his mediocre grades and weakness in arithmetic, so he decided to major in International Relations (HI). Alif thinks that this major is suitable for diplomats who look neat and travel the world, according to his dreams. Before taking the equivalency exam, Alif actually wanted to continue studying aeronautical engineering at ITB. In order to pass the UMPTN selection, Alif studied harder than before. His efforts bore fruit, he was accepted into the International Relations department at Padjadjaran University (Unpad), Bandung. Even though he is not at ITB, Alif is still grateful to be able to study at a state university.

The belief and never-give-up spirit shown by Alif is an example that should be followed by the younger generation of Indonesia. Ahmad Fuadi through this novel teaches the importance of sincerity, patience and mental

steel. Readers who truly appreciate Alif's story can be inspired to imitate his spirit and struggle. Besides, novels *Ranah 3 Warna* It is also full of moral messages that can be used as a guide for life.

THEORETICAL REVIEW

Novel Essence

Novels are imaginative literary works that can entertain someone, as well as long writings created by someone and made into a book. Meanwhile, according to Abrams (in Nurgiyantoro, 2015: 11) the term novel in English and this is what later entered Indonesia comes from Italian. *novella* (which is in German: short story). Literally *novella* means 'a small novelty', and was later interpreted as 'a short story in prose.

Clara Reeve (in Wellek & Warren, 1993: 282), states that novels are depictions of real life and behavior, from the era when the novel was written. According to *Kamus Besar Bahasa Indonesia (KBBI) V* edition, a novel is a long prose essay containing a series of stories of a person's life with the people around him by highlighting the character and nature of the actor.

Types of Novels

According to Nurgiyantoro (2015: 19), in the world of literature there are often attempts to differentiate between serious novels and popular novels. Novels can be divided into three types, namely serious novels, popular novels, and novels *teenlit*.

1. Serious Novel

According to Nurgiyantoro (2015: 23), serious novels usually try to express something new in a new way of expressing it. In short: the element of novelty comes first. About how material (read: idea, idea, theme) is processed (read: expressed) in a distinctive way, is an important thing in literary texts. Precisely because of the element of renewal---which is actually a tug-of-war between maintaining and rejecting conventions---literary texts become impressive. Therefore, in a serious novel nothing stereotypical will happen, or at least, the author tries to avoid it. If that happens, usually, it is considered as something that reduces the literary content of the work in question, as a gap. Serious novels take the reality of life as a model and then create a "new world", a world of possibility, through story development and the appearance of characters in special situations.

2. Popular Novels

Popular novels are novels that were popular in their time and had many fans, especially teenage readers. It displays actual and current problems, but only at the surface level. Popular novels do not present life's problems more intensely, do not try to understand the essence of life. Because, if that's the case, popular novels will become heavy and turn into serious novels, and readers will probably abandon them. Therefore, popular novels are generally artificial, only temporary, quickly out of date and do not force people to read them once again. People like this are usually quickly forgotten, especially with the emergence of new, more popular novels later (Nurgiyantoro, 2015: 21)

3. *Novel Teenlit*

If in the 70s the term popular novel appeared as a logical consequence of the publication of popular novels, at the beginning of the 21st century a new term emerged, namely novel teenlit which is also due to the appearance of novels teenlit (also often written: TeenLit). There are similarities between popular novels and novels teenlit, namely that they both hold the title of being popular in society, especially among teenagers in their teens. As the name suggests, the main reader of the novel teenlit are teenagers, especially teenage girls in urban areas. Novel teenlit which became popular in the early 2000s, apparently, "replaced" the place of popular novels to become popular status in society even though it does not mean that they are popular novels (in the sense that they are not teenlit) disappeared completely (Nurgiyantoro, 2015: 23).

Novel Forming Elements

A novel has parts or elements that are related to each other to form a complete literary work.

1. *Plot*

To refer to plot, traditionally, people also often use the term plot or storyline, whereas in theories that have developed more recently, the terms narrative structure, arrangement, and also known. subject. Simply equating plot and storyline, or even defining plot as storyline, is actually not quite right. It does contain elements of a storyline, or to be more precise: one incident after another, but it is more than just the storyline itself or to be precise, it is more than just a series of events (Nurgiyantoro, 2015: 165).

2. *Characters and Characterization*

Characters are the actors in a story. The events that occur in a story are not only supported by one character. The story in the novel also needs additional characters to make the story in the novel more alive. Novel story characters are usually presented more fully, for example in relation to physical characteristics, social conditions, behavior, traits and habits, etc., including how the relationships between the characters are, whether this is depicted directly or indirectly. direct. All of this, of course, will provide a clearer and more concrete picture of the situation of the story characters. That is why novel characters can be more impressive (Nurgiyantoro, 2015: 16).

Story characters (character), as stated by Abrams (in Nurgiyantoro, 2015: 247), are people featured in a narrative work, or drama, who are interpreted by readers as having certain moral qualities and tendencies as expressed in what they say and what they do in action. Not different from Abrams, Baldic (in Nurgiyantoro, 2015: 247), explains that a character is a person who is the actor in a fictional story or drama, while characterization is (characterization) is the presence of a character in a fictional story or drama in a direct or indirect way and inviting the reader to interpret his qualities through his words and actions.

3. *Setting*

According to Abrams (in Nurgiyantoro, 2015: 302), background or setting, which is also known as the foundation of the story, refers to the understanding of place, historical time relationships, and the social environment in which the

events narrated occur. Stanton (in Nurgiyantoro, 2015: 302), groups the setting, together with the characters and plot, into facts (stories) because these are the three things that readers will face and can imagine factually when reading a fictional story. Or, these three things concretely and directly form the story: the story's characters are the perpetrators and sufferers of events that have consequences, and that needs to be based on where, when, and in what socio-cultural conditions of society.

4. Point of View

A no different meaning was stated by Baldic (in Nurgiyantoro, 2015: 338), namely that point of view is the position or angle which is advantageous for conveying to the reader the events and stories that are observed and told. Choosing the position and lens of telling events and stories is essentially a storytelling technique so that what is told is more effective.

There can be many different viewpoints depending on the angle from which it is viewed and how detailed it is differentiated. Apart from that, the differentiation of points of view can also be seen from how the story presents itself to the reader: it is more in the nature of storytelling, telling, or showing, showing, narrative or drama (Nurgiyantoro, 2015: 347).

Dimensions of Characters in Novels

Characterization in a story can be reasonably accepted if it can be accounted for from a psychological, physiological and sociological perspective. These three angles still have various aspects (Lubis in Al-Ma'ruf and Nugrahani, 2017:93). Including psychological aspects, including ideals, ambition, disappointment, skills, temperament, and so on. Aspects that are included in physiology include gender, appearance, body condition, skin color, etc. Sociological aspects consist of, for example, environment, rank, social status, religion, nationality, and so on. In works of fiction, the presentation of story characters is usually done in a combination of analytical and dramatic or direct and indirect ways by displaying physiological, psychological and sociological characteristics (Al-Ma'ruf and Nugrahani, 2017:93).

Figure Painting Techniques

In general, the techniques for depicting characters in a work or in full: depicting traits, attitudes, character, behavior and various other things related to a character's identity can be divided into two methods or techniques, namely the description technique (telling) and modeling techniques (showing) (Abrams in Nurgiyantoro, 2015: 279), or explanation technique, expository (expository), and dramatic techniques (dramatic) (Altenbernd & Lewis in Nurgiyantoro, 2015: 279), or discursive techniques (discursive), dramatic and contextual (Kenny in Nurgiyantoro, 2015: 279). The first technique also applies to the second, although there are differences in terms, but essentially it is no different, it suggests direct painting, while the second technique refers to indirect painting (Nurgiyantoro, 2015: 279).

Literature Learning in High School

Literary learning is aimed at improving students' ability to enjoy, appreciate and understand literary works and gain wisdom about the noble values hidden in them. Knowledge of literature is only a support in appreciating literary works. If literature learning is carried out in accordance with the guidelines in the curriculum, it is hoped that complaints about the lack of success of literature learning in schools will be reduced. However, even though there have been several changes to the new curriculum, literature learning in secondary schools is still not being implemented optimally so that the graduates produced do not fully reflect the learning objectives. This can happen because literature learning in secondary schools has long been displaced by grammar learning, with a ratio of 10 - 20% versus 90 - 80% (Ismail in Hartono, 2005).

According to Oemarjati (in Triono, 2018), the aim of teaching literature is important, namely an effective mission to enrich students' experiences and make them more responsive to events around them. The benefits of literary education through the teaching process provided in schools can at least help complete education for students, (B. Rahmanto in Anggraini, 2020), namely: (1) helping language skills, (2) increasing cultural knowledge, (3) developing creativity and taste, and (4) supports character formation. The four benefits offered can at least hone the ability to appreciate literature as a whole.

METHODOLOGY

Based on the source material used, this type of research is library research with descriptive analysis methods. The data used in this research is the content (quoted phrases, words, sentences, prologues and dialogues) from the novel *Ranah 3 Warna* by Ahmad Fuadi.

According to Sugiyono (2013: 8), in qualitative research the instrument is a person or human instrument, namely the researcher himself. To be an instrument, the researcher must have extensive theory and insight, so that he is able to ask questions, analyze, photograph and construct the social situation being studied to be clearer and more meaningful. Therefore, the researcher as a research instrument made full observations of the object of research, namely the characters and characterization of Alif in the novel *Ranah 3 Warna* by Ahmad Fuadi.

The primary data source in this research is a novel *Ranah 3 Warna* Ahmad Fuadi's thirteenth printing, published in 2021 by PT Gramedia Pustaka Utama, Jakarta, with a total of 477 pages. Novel *Ranah 3 Warna* Ahmad Fuadi's work has 51 story parts with different titles. The secondary data source in this research is data that is related to the characters and characterization of Alif in the novel *Ranah 3 Warna* Ahmad Fuadi's work and its implications for literature learning in SMA/MA.

The data collection technique in this research uses library techniques, namely by using written sources. The data obtained in the research is then described. Apart from that, researchers collected using note-taking techniques. Researchers obtained data by reading and then recording each content (quoted

phrases, words, sentences, prologues and dialogues) needed in the analysis of Alif's characters and characterization in the novel *Ranah 3 Warna* by Ahmad Fuadi.

The data analysis technique used in the research is flow model or flowing model. According to Miles & Huberman (1994:10), "we define analysis as consisting of three concurrent flows activity: data reduction, data display, and conclusion drawing/verification." It is defined as three simultaneous flowing activities: data reduction, data presentation, and conclusion drawing/verification.

The validity test carried out in this research is semantic validity, namely by observing data in the form of words, sentences, discourse, dialogue, monologues, author descriptions, interactions between characters, events, and various data found in the novel *Ranah 3 Warna* by Ahmad Fuadi. Various relevant literature is also referenced in this research. The reliability test carried out in this research was intrarater, namely through the process of reading the text repeatedly with the aim of obtaining constant and in-depth data. Apart from that, it also uses reliability expert-review. According to Budiastuti & Bandur (2018:200), in the context of a single study carried out by only one researcher, achieving consistency in data analysis results can be obtained by expert-review, namely asking an expert or supervisor to provide an assessment.

RESULTS

Dimensions of Alif's Character in the Novel Ranah 3 Warna

Based on the research results, it was found that there is a character Alif who is shown in various kinds of dialogue and monologues in the novel *Ranah 3 Warna*, Alif's character is divided into three dimensions, namely physiological, sociological and psychological.

Portrait of Alif's Character in the Novel Ranah 3 Warna

Based on the research results, it was found that there is a depiction of Alif's character which is shown in various dialogues and monologues in the novel *Ranah 3 Warna*. Alif's character painting is divided into eight, namely speech techniques, behavioral techniques, thought and feeling techniques, stream of consciousness techniques, character reaction techniques, other reaction techniques, background painting techniques, and physical painting techniques.

Implications of Character Analysis and Alif's Characterization in the Novel Ranah 3 Warna Ahmad Fuadi's work on Literature Learning in SMA/MA

The presence of literary material in learning at SMA/MA can play an important role in increasing students' knowledge at school. The aim of learning literature itself is so that students obtain lessons that are of greater value, not just lessons of a scientific nature. By studying literature, students gain knowledge, experience and entertainment.

Novels are a type of literary work that can be used as learning. Novels usually contain interesting things that are close to people's lives. Therefore, there are many things we can take from the novel. Novel *Ranah 3 Warna* itself contains

things that can be used as role models for students. Apart from that, teachers can also make novels *Ranah 3 Warna* as literary learning material for students. As in basic competency 3.9, namely analyzing the content and language of a novel and basic competency 4.9, namely designing a novel or novelette by paying attention to the content and language both orally and in writing for class XII. Teachers can use novels *Ranah 3 Warna* to guide students in analyzing the elements of a novel, one of which is the elements of character and characterization. It is hoped that literature learning in schools can receive more references from the research conducted by this author.

DISCUSSION

In this section we will discuss the dimensions of Alif's character, who is thin, comes from Maninjau, wears glasses and likes reading books, likes to write, and the characterization of Alif who is angry, optimistic, thrifty, likes to complain, persistent, as well as the description of Alif's character, analysis will also be discussed. Alif's characterization can be used as a role model for students, and can have implications for studying literature in SMA/MA in more detail.

Dimensions of Alif's Character in the Novel Ranah 3 Warna

a. Physiological

1) Skinny Body

"Just an important match, Dad," I said hopefully. Dad looked at me. Maybe he saw that I was now thin and pale because I studied too much. he took a breath (Fuadi, 2021:18).

The quote above shows that Alif, who was talking to his father about the football match, saw his father's behavior while looking at Alif. Alif also concluded that his father was concerned about his situation. In this section the author of the novel *Ranah 3 Warna* use Character reaction techniques refer to the way a character responds to events, problems, circumstances, words, or other people's behavior which is a stimulus from outside themselves.

2) Wears Glasses and Loves Reading Books

A drop of water falls on the lens my glasses. Two, three, and many more drops followed. I looked up at the dull evening sky (Fuadi, 2021:120).

One day, Alif was going around selling cosmetics in a housing complex in the Buah Batu area. He took a break after knocking on all the houses, but no one bought the merchandise. When we rested at the end of the complex, it started raining heavily. In the quote above, it clearly shows that Alif wears glasses, because he says that the raindrops fell on his glasses.

While lying in my room, I spent several hours scribbling the concept of my writing. Several reference books from the library were scattered in front of me. (Fuadi, 2021:69)

Alif was given the task of writing articles from Bang Togar. To produce good writing he had to look for references from many books. Before starting to write he also went to the library to collect the books. It can be seen from the quote above that he was reading several books scattered in front of him.

3) Likes to write

However, of all these activities, what attracts my attention the most is still the world of writing. When I saw the new member acceptance poster for the campus magazine, I immediately registered. (Fuadi, 2021:65)

The quote above really shows Alif's interest in the world of writing. Before he enrolled in the campus magazine club, Alif had already participated in several activities, such as joining the swimming club and teaching Arabic at the Salman Mosque ITB. However, after three weeks of swimming practice, Alif decided to stop for several reasons. He also decided to enroll in the campus magazine club to channel his interest in the world of writing.

b. Sociological

1) Comes from Maninjau

Alif, who lives with Randai in a boarding house in Bandung, often uses Minang language as seen in the quote above. Alif wants to borrow Randai's laptop to work on his article, so Alif persuades Randai to go to sleep so he can use Randai's laptop.

2. Muslim

I also set aside two hours every week to teach Arabic at the Salman ITB mosque, free of charge. This is my way of contributing to society with the knowledge I gained from Pondok Madani. Kiai Rais's advice always rings in my mind, "be as the Prophet recommended, *khairunnas anfauhum linnas*, the best human being is the one who is most beneficial to other people." (Fuadi, 2021:64-65).

The quote above shows that Alif teaches at a mosque which is a place of worship for Muslims, to devote his knowledge while studying at Pondok Madani or a school based on the Islamic religion. Alif really followed the advice of Kiai Rais or his teacher during school to follow the advice of the Prophet who is the messenger of God, so that Alif becomes a better person.

c. Psychological

1) Angry person

a) Alif's self-esteem is hurt

Here he is. I had expected that this question would definitely come out of Randai's mouth. Instantly hurt my feelings. I answered briefly with a slightly raised voice. (Fuadi, 2021:2)

While fishing together at Lake Maninjau, Alif's childhood friend Randai questioned Alif's dream of wanting to be like Habibie, a figure in the world of technology who was admired by many people because of his intelligence in making airplanes. Randai doubts Alif's aspirations because Alif is only a graduate of an Islamic boarding school, and Alif doesn't even have a diploma. Because of Randai's question, Alif felt his self-esteem was hurt because he was belittled by Randai, Alif's close friend.

b) Annoyed by Campus Introduction Study Orientation Activities (Ospek)

What's all this for? Why are the seniors screaming like people who have lost their minds? And why should I obey them? (Fuadi, 2021:47)

The quote above shows that Alif teaches at a mosque which is a place of worship for Muslims, to devote his knowledge while studying at Pondok Madani or a school based on the Islamic religion. Alif really followed the advice of Kiai Rais or his teacher during school to follow the advice of the Prophet who is the messenger of God, so that Alif becomes a better person.

c) Alif's Efforts Feel in Vain

What? So only Rp. 15,000 for the business that I have carried out with great patience, while I have to experience all the difficulties from Bang Togar? My hopes are too high. What about time costs, computer rental, printing costs, and transportation? (Fuadi, 2021:152-153)

On that day, Alif, accompanied by the UNO Gang, his new friends on campus, went to the Manggala daily office to collect Alif's first honorarium for writing an opinion and being able to publish it in the daily. Alif had high hopes that he would get a lot of money. He had planned to treat Geng Uno, send Amak money, pay for boarding, food and college costs. Alif thought he would at least get IDR 50,000. However, in reality, Alif only received IDR 15,000. Alif did not expect to only get that little money. Alif was disappointed, because his hard work did not seem to be appreciated by the newspaper.

Optimistic

a) *Reaching out a dream*

In the name of God, today is the day that determines whether my dream of going abroad will come true this year. (Fuadi, 2021:185)

After Alif accidentally met a female student exchange program alumni while on city transportation, Alif decided to join the program. Since he was at the Islamic boarding school, Alif has dreamed of setting foot and studying on the American continent. On that day, Alif will take a written exam in an open hall along with hundreds of other people. Alif felt so nervous that his hands felt cold. However, Alif remains optimistic that he can take the written exam, because previously he had studied hard and even asked one of the program alumni who he met on city transportation some time ago for grids.

b) *Able to write good writing*

I was just feeling happy with my writing, but suddenly there was a new assignment. Even though I felt like complaining, I tried to accept this challenge. I was already involved, so I had to face it. I can't give up if I want to gain knowledge. (Fuadi, 2021:78)

Alif's writing on Palestine was finally accepted and deemed appropriate by Bang Togar, after revising it five times. However, Alif was not given the opportunity by Bang Togar to rest. He was given another assignment to write about imperialism in the modern world. Alif felt like he wanted to complain about Bang Togar's harsh upbringing. But in the end he was sincere, hoping to

gain knowledge from Bang Togar and optimistic about being able to become a reliable writer like Bang Togar.

c) Able to be independent

Maybe it's time for me to stop depending on Amak and no longer ask him for money. I clutched the family photo tightly, almost breaking under the pressure of my hands. I was determined to support myself while in Bandung and, if possible, sent money to Amak every month. Actually, I don't know how, but there is a little belief growing deep in my heart that if I try really hard, God willing, I can do it. (Fuadi, 2021:101)

A week after Alif's father died, Alif returned to Bandung. Even though Alif's heart is not ready to leave Amak and his two younger siblings. Moreover, Amak is only an elementary school teacher and has to support her three children alone. However, Amak advised me to continue sailing until the limit, also my father's message when he was still alive was to defend Amak and his younger siblings and study hard. It was hard for Alif. However, a glimmer of confidence grew in his heart, that he was able to be independent and would not cause trouble to Amak.

Economical

a) Borrow Books and Laptops

There was no other choice, I had to borrow a book. Dasrul, my friend whose house is closest to mine, apologized because many of his books had been sold as kilos of paper for wrapping chilies. Meanwhile, the rest that was still in his house had been eaten by termites. Luckily Zulman, my friend who always keeps his notes well, and Elva, who has all the high school books, were willing to lend me books. They handed the books to me with a look full of doubt (Fuadi, 2021:9)

Alif comes from a simple family with two younger siblings and an elementary school teacher. Alif couldn't afford to buy high school textbooks because they were only used briefly, so he decided to borrow them from his friends. Luckily, two of Alif's friends were willing to lend him his textbooks and they were still intact.

I reached into my thin wallet. The end of the month has arrived, and I only have the last few notes left. It would be a shame if you had to spend it typing on a rental computer. I looked for other alternatives, such as borrowing Randai's computer. However, I know he is busy catching up on his assignment deadline for tomorrow morning. Since earlier, he seemed tied to his chair, not moving from the computer. I looked at him again, this time he was typing not as fast as before. He often stopped, his chin dropped tremblingly, while his eyes looked increasingly tired and occasionally blinked (Fuadi, 2021:69-70)

At that time Alif was assigned to write an article about Palestine from Bang Togar. Because Alif didn't have a laptop/computer and his pocket money was running out, he decided he wanted to borrow Randai's computer. However, Randai, who was also facing a deadline to submit his assignment, did not move one bit from his chair. After seeing Randai who was no longer as brave as before in doing his assignments because it was late at night, Alif saw this as an

opportunity for him to borrow Randai's computer. After seducing Randai by telling him to just sleep first, Alif even adjusted Randai's sheets and blanket. He did this to save his pocket money. Finally, Randai was taken in by Alif's advances to sleep.

b) Boarding Kos

Initially, I only intended to stay temporarily in Randai's room for a week or two while looking for my own boarding house. However, a month has passed and I haven't found a place to board. Not because there are no boarding rooms available in Bandung, but because the budget I have prepared is too small. So, until now I still live with Randai. Meanwhile in this room there was only one mattress which was too narrow for two of us, and buying a mattress and pillow was not my priority because I had to save money. As a result, I could only rest my head on the end of the mattress as a pillow, use a prayer mat as a sleeping mat, and wrap myself in a sarong (Fuadi, 2021:61).

After Alif was declared accepted at Padjadjaran University, Bandung, he left for Bandung without knowing where he would stay. At first he was going to visit Atang's house right in front of Unpad, but according to the last letter Atang sent he had moved to Cimahi. Randai, Alif's friend since childhood, has repeatedly invited Alif to stay at his boarding house, but Alif is still reluctant because Randai's words hurt him. If he arrives in Bandung and cannot find a place to stay, Alif has no problem staying at the mosque. After thinking that Alif was trying to lower his ego, he decided to go to Randai's boarding house. After a month Alif never moved. He had looked for a boarding house at a low price, but it didn't meet his expectations. Randai was kind enough to offer a boarding house for two with the rental costs shared. Alif also really agrees because this can save the money given by Father and Amak.

c) Save on Eating

What often makes me reflect is the limited monthly money I have. Even though it's enough to meet my simple living needs, I don't have any money left to buy additional books, snacks, or go to the cinema (Fuadi, 2021:102-83).

Alif has been studying in Bandung for almost a year. Alif comes from a mediocre family. He also couldn't live comfortably like his other friends. The money sent every month from Dad and Amak is not much. Therefore, Alif must be able to manage his money for his living expenses while studying in Bandung. Forget about snacks or going to the cinema, he can eat three times a day and he's grateful. He must really save his expenses.

Likes to complain

a) Blame the Circumstances

I feel embarrassed to admit, but in my heart doubts began to arise about the principle of "man jadda wajada" that I had always believed in. Is it true that hard work always produces success? Is the principle of "man jadda wajada" really a natural law? Why do I see people who don't work hard can achieve all the wins? For example, look at Randai, my best friend. He always had it easy. He

achieved all his dreams: studying at ITB, enough money, and high grades in college. In fact, his fate is getting better day by day. Meanwhile, my fate actually got worse (Fuadi, 2021:127)

Alif often complains. Like the quote above, he shouldn't have said it because he doubted God's decree. Alif can no longer stand the situation that has befallen him. After his father left him forever, Alif worked hard to earn his living expenses. Even those who previously always got good grades dropped drastically. Alif also suffered from typhoid, and during the twenty years he lived he never once went to hospital, he also still had to think about the costs of paying for the hospital. Alif complained about many things. He often blames circumstances that are beyond his control. Alif should put more trust in himself.

b) Want to Give Up

The longer I reflect, the weaker my self-confidence becomes, and the image of Randai and Raisa increasingly looms large in my mind. Randai, ah, who would doubt his abilities? He has always been very skilled in art, especially Minang art. ... Meanwhile Raisa is no less great; he once represented his school in group dance and vocal competitions (Fuadi, 2021:190)

Alif was declared to have passed the written test for the student exchange program. However, there is one more test before he can have an interview with the judges so he can pass the program. The test in question is a test of traditional Indonesian arts. Alif felt very unprepared for the test, considering that Alif could not sing or dance. Alif also complained and felt like giving up on the test, especially since his friends and rivals, namely Randai and Raisa, were very skilled at singing and dancing various kinds of traditional dances. Alif feels inferior because of this.

Persistent

a) Study

With full confidence, I answered every written exam question. All my studying efforts over the past two weeks were not in vain. Apart from studying and reading, I also asked Asti about questions. To prepare myself, I even created and answered various questions myself. After the written exam was finished, the committee asked us to sit outside the room while they immediately assessed our exam sheets (Fuadi, 2021:188)

Alif, who dreams of going to America, got the opportunity to take part in a student exchange program selection, after he received information from someone who graduated from the program while riding public transportation in the city. Alif took the courage to register for the program. He also studied hard, and also asked Asti, the person he met on the public transportation about the selection questions. Alif was very persistent when carrying out the student exchange program selection exam, as seen in the quote above.

b) Writing

This is the fourth revision and it is currently 9 p.m. I sat in the same green plastic chair next to Bang Togar, who was holding his red marker again (Fuadi, 2021:102-76)

Alif decides to learn to write to Bang Togar. However, Bang Togar never considered his writing to be correct. Alif has revised his writing many times. When he was first given an assignment by Bang Togar, Alif had to run out of city transportation to catch time, he was afraid that the writing he had worked on with great difficulty and stayed up late would be rejected by Bang Togar. Even now, after four revisions, Alif still persists in listening to Bang Togar until nine in the evening.

c) Achieving Dreams

UMPTN is only a few days away. I have conquered piles of books many times without gasping for air. When boredom from studying struck, I remembered Imam Syafi'i's advice which I repeated to myself, "Just work hard, the sweetness of life will be felt after a tiring struggle." Don't give up. Giving up means delaying happiness in the future (Fuadi, 2021:26)

The quote above shows that Alif, who struggled to enter a state university using the UMPTN route, tried hard. In this quote, Alif said that he had climbed a mountain of books, which implied that he had read several piles of high school textbooks so that he could answer the UMPTN test questions. Alif also encouraged himself by remembering Imam Syafi'i's advice to keep fighting.

Portrait of Alif's Character in the Novel Ranah 3 Warna

a. Conversation Technique

"No one expected it, apparently underdog can also win." "That's right, well, anyone can be successful as long as they don't give up." "The European Cup is over, after that I will focus on studying for UMPTN." "Ready, Dad. I'm determined to try as hard as possible, like the Danish team, and prove it to everyone who doubts me." (Fuadi, 2021:24)

When Alif was taking a break from studying for the UMPTN exam, he watched a football match with his father on television. In the dialogue excerpt between Alif and his father above, it can be seen that Alif has a very strong determination. Alif believes that one day his life will be much better than now, even though Alif is often doubted by people he knows. Alif will try even harder, even though his high school equivalency test scores did not produce good results. Alif remains confident that he is as capable as his champion team from Denmark and was able to score a goal in the last minute. So through this quote, Alif's personality can be seen, that he has an optimistic nature.

b. Behavioral Techniques

I felt the tension at the base of my molars as I gripped the rod tip tightly. Suddenly, my enthusiasm to continue fishing today disappeared. I stared far away at the clouds hanging low around the lake surrounded by hills (Fuadi, 2021:3)

When Alif had graduated from Pondok Madani and Randai was on a long holiday from ITB, they returned to their hometown in Maninjau. Alif and Randai went fishing at Lake Maninjau. Through the quote above, Alif can be seen showing the behavior of an angry person, such as the bases of his molars clashing

tightly and his grip on his fishing rod being very tight. Randai, from the start, had provoked Alif's anger by asking what Alif's fate would be in the future, whether Alif would be able to achieve his dreams, even though Alif was only a boarding school graduate. Alif was pensive, he was not enthusiastic about going back to fishing. Alif complained about his situation, how he could achieve his dream. He also complained that when fishing his peace was disturbed by Randai and the hanging clouds. These clouds reminded him of Alif's friends when they were at Pondok Madani under the tower and saw clouds that were similar to the continent they dreamed of.

c. Thought and Feeling Technique

I try hard to give my best smile. What else can I do? I congratulate them. My heart is divided between jealousy and happiness, even though they are my best friends. I forced myself to feel happy for them. While shaking hands, I felt the coldness of the rings on Randai and Raisa's fingers. The cold touched my skin and seeped into my heart (Fuadi, 2021:460).

Initially, Alif intended to confess his feelings to Raisa, the girl who had always captured his heart. Alif had written a letter to Raisa, even when they were still in Quebec, Canada. However, fate said otherwise. Raisa was edited first by Randai, Alif's close friend. Alif's thoughts and feelings are mixed. Alif felt pain and his heart was broken, but he didn't show it in front of his friends. Alif tried to be happy and sincere about this.

d. Stream of Consciousness Technique

To save money, I often compete to get up early with Asto, a friend from my room who also cares. We rushed to the kitchen at dawn, hoping there was still some leftover rice from the day before in the pot and crumbs of cob tails still in the frying pan. Even though only the rice crust and the cob tail are crunchy, we can satisfy our stomachs so that they last until lunch time (Fuadi, 2021:103)

The quote above shows that Alif had to save money to make ends meet while studying in Bandung and away from his parents. Especially when his father died, Alif had to save extra money so as not to burden Amak too much. Therefore, Alif's food is only minimal, with only leftover fried fish in the pot. Alif's inner self said that he had to save money so he could continue his studies in Bandung.

e. Character Reaction Techniques

The sideburner waved, while a thin black shadow behind me buzzed and moved closer. Suddenly, my breath felt short. A bony hand clamped down on my throat from behind. I wanted to struggle, but was stopped because a cold object circled and pressed my neck veins. "Do you want your neck to be slashed by a sickle or...?" he threatened. I could only remain silent, between fear and confusion. He pressed the sickle harder, causing a stinging feeling like a cut to touch the skin on my neck. I'm really scared. O Allah, protect me (Fuadi, 2021:121).

At that time Alif was selling his wares at the Buah Batu officers' complex, Bandung. Unfortunately, there are two thugs who harass Alif. Alif once studied

silat, but unfortunately when he was pressured by the two thugs, Alif didn't do anything, he just surrendered without putting up a fight. As a result, Alif's belongings and money were taken by the thief, because of Alif's resigned attitude.

f. Other Character Reaction Techniques

"You have shown that you can work quickly and under pressure, although you still often make mistakes. If you can be disciplined, I will teach you the secrets of the best writing (Fuadi, 2021:77).

Bang Togar, chairman of the Polar magazine, who was Alif's teacher in teaching writing, finally praised Alif. Alif, who was given a tough task by Bang Togar, namely writing an article in a very short time, was able to produce good writing, even though he had to revise it many times. This quote shows that Alif is someone who is optimistic and persistent.

g. Background Painting Techniques

As usual, I woke up earlier than my host family every day, before sunrise, for morning prayers. After shivering while performing ablution, I curled up in bed again. I held my palms between my thighs to make them feel warmer. This morning, I looked at the thermometer hanging on the wall and it read minus 10 degrees Celsius (Fuadi, 2021:370)

The quote above shows that the setting where Alif lives is a very cold place because the temperature is -10th C, compared to Indonesia where the coldest temperature is 9th C in Puncak Jaya Wijaya according to kompas.com (2022). Alif has been living in Indonesia where the temperature never reaches -10th C also found it difficult to adapt. However, even though he felt difficult, Alif continued to perform the morning prayer as a form of obedience to Allah.

h. Physical Painting Techniques

"Just an important match, Dad," I said hopefully. Dad looked at me, probably realizing how thin and pale I was from studying so much. He took a breath (Fuadi, 2021:18)

The quote above shows that Alif, who was talking to his father about the football match, saw his father's behavior and looked at Alif and was concerned about his condition. Through this quote, it can be seen that Alif's condition is thin. Because at that time he was focused on studying for his high school equivalency exam, so Alif felt stressed and even rarely ate.

Implications of Alif's Characters and Characterization in the Novel Ranah 3 Warna with Literature Learning in SMA/MA

According to the Big Indonesian Dictionary, implication is involvement or the state of being involved. Based on the research results in table 2, there are two data that show the implications of Alif's character and characterization in the novel Ranah 3 Warna by studying literature in SMA/MA. The data shown is an analysis of Alif's characters and characterization in the novel Ranah 3 Warna

Ahmad Fuadi's work can be used as an example for students in studying literature and can have implications for KD 3.9 and KD 4.9 in class XII.

a. Analysis of Alif's Characters and Characterization in the Novel Ranah 3 Warna Ahmad Fuadi's Works can be Used as Role Models for Students in Studying Literature

The presence of literary material can have implications for learning in SMA/MA, because it can increase cultural, social insight and other aspects that can be lessons for students. On character analysis and Alif's characterization in the novel *Ranah 3 Warna*. In this study, data was found that can be used as role models, namely bad traits that do not need to be imitated as well as good traits that can be used as examples in life for students. According to the Big Indonesian Dictionary, an example is something that is worthy of imitation or good to emulate. Teachers whose job is to be educators should be able to tell good things that are worth emulating when carrying out the learning process. As previously discussed, teachers can provide examples of things that can be used as role models after the teacher gives students assignments to analyze the characters and characterization of Alif in the novel. *Ranah 3 Warna*. In Alif's character and characterization there are good and bad things about Alif that can be used as lessons, namely Alif's thin body, he loves his homeland in Maninjau, wears glasses and likes reading books, and also likes writing. Apart from that, Alif also has an angry, optimistic, thrifty, likes to complain, but persistent nature. Students can learn Alif's attitudes and behavior to become better individuals.

b. Analysis of Alif's Characters and Characterization in the Novel Ranah 3 Warna Ahmad Fuadi's work can have implications for KD 3.9 and 4.9 in Class XII

Wahyudi via Ulfa et al (2016), Law Number 20 of 2003 concerning the National Education System, in Article 1 paragraph (1), defines education as a deliberate and planned effort to create a learning atmosphere and learning process. The aim of education is for students to actively develop their potential to have spiritual strength, self-control, personality, intelligence, good morals, and the skills needed for themselves, society, nation and state.

This research aims to enable teachers to teach students about religious spiritual strength, self-control, personality, intelligence, noble morals, and skills that are important for themselves, society, nation and state. In this context, teachers can apply character analysis and Alif's characterization in the novel "*Ranah 3 Warna*" by Ahmad Fuadi to fulfill Basic Competency (KD) 3.9, namely analyzing the content and language of the novel, as well as KD 4.9, namely designing a novel or novelette by paying attention to the content and language, both orally and in writing in class XII.

Teachers can start by asking students to read about the intrinsic and extrinsic elements of a novel, then write a resume of their observations and reading regarding these elements. Next, the teacher provides material about intrinsic and extrinsic elements in general to train gratitude, sincerity, discipline and thoroughness in searching for information, and students listen to the explanation. The teacher also gives students the opportunity to ask questions about the material they have read. After that, the teacher divided the students into groups to analyze the characters and characterization of Alif in the novel

"Ranah 3 Warna". After the analysis is complete, students present the results in front of other groups. The teacher closes the lesson by asking one or two students to provide conclusions from the material they have studied.

CONCLUSIONS AND RECOMMENDATIONS

Wahyudi via Ulfa et al (2016), Law Number 20 of 2003 concerning the National Education System, in Article 1 paragraph (1), defines education as a deliberate and planned effort to create a learning atmosphere and learning process. The aim of education is for students to actively develop their potential to have spiritual strength, self-control, personality, intelligence, good morals, and the skills needed for themselves, society, nation and state.

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After conducting research entitled "Character Analysis and Characterization of Alif in the Novel Ranah 3 Warna Ahmad Fuadi's work and its Implications for Literature Learning in SMA/MA", then based on the results of this research the following conclusions can be drawn.

First, There are three dimensions of character in Alif, namely physiological, sociological and psychological dimensions. The physiological dimensions of Alif, namely Alif's body is thin, wears glasses and likes reading books and also likes writing. The sociological dimension, namely that he is Muslim and loves his homeland in Maninjau. Meanwhile, Alif's psychological dimension is that he is angry, optimistic, thrifty, likes to complain, but persistent. For the types of character depictions in Alif, namely speech techniques, behavioral techniques, thought and feeling techniques, stream of consciousness techniques, character reaction techniques, other character reaction techniques, background techniques, and physical depiction techniques.

Second, Alif's character and characterization can have implications for literature learning in SMA/MA by referring to KD 3.9, namely analyzing the

content and language of novels and KD 4.9, namely designing novels or novelettes by paying attention to content and language both orally and in writing in class XII.

FURTHER STUDY

This research only examines Alif's character and characterization from an educational perspective at school, so that other researchers can study the dimensions of Alif's character and characterization in more depth and use a different perspective.

Besides, novels *Ranah 3 Warna* is The novel, which is inspired by the true story of the novel writer, also has many messages that can be used as role models for students, and can be used as teaching material for teachers in literature learning in class XII, especially basic competencies 3.9 & 4.9.

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