PSYCHOSOCIAL DEVELOPMENT OF THE MAIN CHARACTER IN IWAN SETYAWAN'S *9 SUMMERS 10 AUTUMNS*

THESIS

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IBRAHIM MALANG
2020

PSYCHOSOCIAL DEVELOPMENT OF THE MAIN CHARACTER IN IWAN SETYAWAN'S *9 SUMMERS 10 AUTUMNS*

THESIS

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2020

STATEMENT OF AUTHORSHIP

I declare that this thesis entitled *Psychosocial Development of the Main Character in Iwan Setyawan's 9 Summers 10 Autumns* is truly my original work to accomplish the requirement for the degree of Sarjana Sastra (S.S.) in English Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang. It does not incorporate any materials previously written or published by another person, except those quotations and bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, November 11, 2020
The Researcher

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APPROVAL SHEET

This is to certify that Indah Purwaningsih's thesis entitled *Psychosocial Development of the Main Character in Iwan Setyawan's 9 Summers 10 Autumns* has been approved by the advisor for further approval by the Board of Examiner.

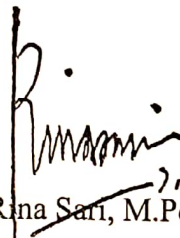Malang, November 11, 2020

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Malang, November 11, 2020

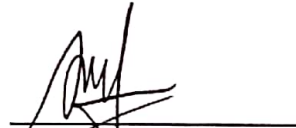The Board of Examiners   Signatures

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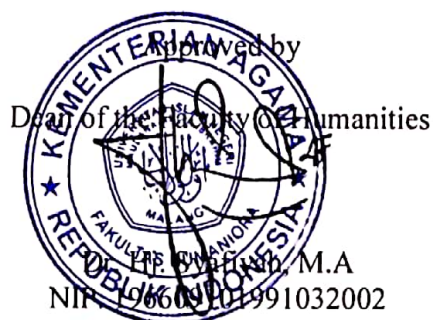   NIP. 196802262006042001   (Main Examiner) _____

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MOTTO

If there is any responsibility in the cycle of life. It must be that one
generation owes to the next that strength by which. It can come to face
ultimate concerns in its own way.

- Erik Erickson -

The meaning of life is whatever you describe it to be. Being alive is the
meaning.

- Joseph Campbell -

DEDICATION

I dedicate this thesis especially for Allah SWT. who has guided me to finish this thesis

My lovely hero who always pray for my goodness, mother and father

My guardian angels, brother and sister

Also my advisor, Mr. Muzakki, M.Pd. Thank you for everything sir

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All praises and gratitude are to Allah SWT. the most gracious and merciful the lord of the universe who has given us brain, knowledge and feeling to learn everything in this world. The lord who has given us the inspirations in this research, guidance and blessing and therefore is able to finish this thesis. Peach and salutation may also deliver to our beloved prophet Muhammad Saw. who has brought islam as Rahmatan Lil 'Alamin and who had shown us the way to heaven.

This thesis actually intended to fulfill the requirement for achieving the bachelor degree of Sarjana Sastra (S.S) in Faculty of Humanities at State Islamic University of Maulana Malik Ibrahim Malang. The existence of this thesis entitled Psychosocial Development of the Main Character in Iwan Setyawan's 9 Summers 10 Autumns, has involved many people who give me their support and contribution. Their support and contribution extremely meaningful for me. Therefore, this thesis is finally finished. In this case, me as the researcher want to convey my sincere thanks to:

1. Dr. Hj. Syafiyah, M.A, the dean of the Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim.
2. Rina Sari, M.Pd as the head of English Literature Department.
3. Muzakki Afifuddin as my advisor who has been patient and guiding my thesis up to this point.

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ABSTRACT

Purwaningsih, Indah. 2020. Psychosocial Development of The Main Character in Iwan Setyawan's *9 Summers 10 Autumns*. Thesis, English Literature, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim, Malang.

Advisor: Muzakki Afifuddin, M.Pd

Key words: Psychosocial development, the main character, developmental stages

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Psychology can be devided into several parts, one of them is psychology that develops due to the influence of surroundings, or it is called as psychosocial. The researcher needs to observe a literary work since it believes to be a mirror. A psychosological phenomenon in realistic terms, and it is also hoped to provide the insight into the social development that takes place within a person.The researcher is going to discuss *the psychosocial development of the main character in Iwan Setyawan's 9 Summers 10 Autumns*. Moreover, the researcher will discuss personality changes that happened in the main character from childhood to adulthood.

This research is using literary criticism. The researcher uses a psychological approach to the main character's life to show the psychological condition of the main character. The analysis of Iwan Setyawan's character shows a psychosocial development that change in his life. Furthermore, Iwan also experiences six of eight stages of Erik Erikson's theory. In this study, the researcher formulates the problem of the study: 1) What are the stages of psychosocial development of the main character in Iwan Setyawan's 9 Summers 10 Autumns? 2) How does The Development of the Personality Influenced by the Environment?

The results of this study indicate that the main character of Iwan Setyawan experienced six stages from eight stages of Erik Erickson's psychosocial development, there is trust versus mistrust (0-2 years old), autonomy versus shame, and doubt (2-3 years old), initiative versus guilt (3-6 years old), industry versus inferiority (6-12 years old), identity versus role confusion (12-20 years old) and intimacy versus isolation (20-35 years old). Moreover, Iwan also experienced personality development which was influenced by a good environment. Starting from his family, where his mother always supports and gives good advice to Iwan. Its culture also has a positive influence on Iwan. Also at school, he has inspiring teachers, patient and loyal friends, and disciplined and wise lecturers. these things made Iwan a good person as evidenced by the many achievements that Iwan had during his life.

مستخلص البحث

اينداه فروانيغسيه. 2020. **التطور النفسي الاجتماعي للشخصية الرئيسية *إيوان سيتياوان* في الرواية Summer 10 Autumn 9**. البحث الجامعي، قسم الأدب الإنجليزي. كلية العلوم الإنسانية بجامعة مولانا مالك إبراهيم الأسلامية الحكومية مالانج.

المشرف : مزكي عفيف الدين، الماجستير.

الكلمة المفتاحية : *التنمية النفسية والاجتماعية، الشخصية الرئيسية، المرحلة النفسية .*

    ينقسم علم النفس إلى عدة أقسام، أحدها هو علم النفس الذي يتطور بسبب التأثيرات البيئية، أو يسمى علم النفس الاجتماعي. يحتاج الباحثة إلى مراقبة العمل الأدبي لأنه يعتبر مرآة. ظاهرة نفسية بشكل واقعي، ومن المتوقع أيضا أن تقدم لمحة عامة عن التطورات الاجتماعية التي تحدث داخل الشخص. سيناقش الباحث التطور النفسي الاجتماعي للشخص الرئيسي *إيوان سيتياوان* في رواية Summer 10 Autumns9. وكذلك التغيرات الشخصية التي تحدث في الشخصية الرئيسية من الطفولة إلى البلوغ.

    استخدم هذا البحث النقد الأدبي. استخدمت الباحثة مقاربة نفسية لحياة الشخصية الرئيسية لإظهار الحالة النفسية للشخصية الرئيسية. في هذا البحث، ظهر شخص *إيوان سيتياوان* التطورات النفسية والاجتماعية المتغيرة في حياته. اختبر إيوان أيضا ستة من الثمانية المراحل لنظرية *إريك إريكسون*. أما أسئلة البحث في هذا البحث هي: 1) كيف مراحل التطور النفسي الاجتماعي للشخص الرئيسي *إريك إريكسون* في رواية Summer 10 Autumn 9؟ 2) كيف تتأثر تنمية الشخصية بالبيئة؟

    تشير نتائج البحث أن الشخص الرئيسي *إيوان سيتياوان* تمر بست مراحل من المراحل الثمانية لتطور *إريك إريكسون* النفسي والاجتماعي. وهي الثقة مقابل عدم الثقة (0-2 سنوات)، والاستقلالية مقابل الخزي، والشك (2-3 سنوات). المبادرة مقابل الشعور بالذنب (3-6 سنوات)، الصناعة مقابل الدونية (6-12 سنوات)، الهوية مقابل أزمة الهوية (12-20 سنوات)، والعلاقة الحميمة مقابل العزلة (20-35 سنوات). بالإضافة، خضع *إيوان* تطورا في الشخصية تأثر ببيئة جيدة. بدءا من عائلته، حيث تدعم والدته إيوان دائما وتقدم نصائح جيدة له.كان للثقافة أيضا تأثير إيجابي على إيوان. في المدرسة، لديه مدرسون ملهمون

وأصدقاء مخلصون وصبورون ومعلمون منضبطون وحكيمون. هذه العوامل جعل إيوان إنسانا جيدا كما يتضح من الإنجازات العديدة التي حققه إيوان خلال حياته.

ABSTRAK

Purwaningsih, Indah. 2020. Perkembangan Psikososial dari Karakter Utama Iwan Setyawan Dalam Novel 9 Summers 10 Autumns. Skripsi, Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Pembimbing: Muzakki Afifuddin, M.Pd

Kata kunci: Perkembangan psikososial, karakter utama, tahapan psikososial

Psikologi dapat dibagi menjadi beberapa bagian, salah satunya adalah psikologi yang berkembang karena pengaruh lingkungan, atau disebut psikososial. Peneliti perlu mengamati sebuah karya sastra karena dianggap sebagai cermin. Sebuah fenomena psikosologis secara realistis, dan juga diharapkan dapat memberikan gambaran tentang perkembangan sosial yang terjadi dalam diri seseorang. Peneliti akan membahas perkembangan psikososial tokoh utama dalam 9 Summers 10 Autumns karya Iwan Setyawan. Selain itu, peneliti akan membahas tentang perubahan kepribadian yang terjadi pada tokoh utama dari masa kanak-kanak hingga dewasa.

Penelitian ini menggunakan kritik sastra. Peneliti menggunakan pendekatan psikologis terhadap kehidupan tokoh utama untuk menunjukkan kondisi psikologis tokoh utama. Analisis karakter Iwan Setyawan menunjukkan perkembangan psikososial yang berubah dalam hidupnya. Selanjutnya, Iwan juga mengalami enam dari delapan tahapan teori Erik Erikson. Dalam penelitian ini, peneliti merumuskan masalah penelitian: 1) Bagaimana tahapan perkembangan psikososial tokoh utama dalam 9 Summers 10 Autumns karya Iwan Setyawan? 2) Bagaimana Perkembangan Kepribadian Dipengaruhi Lingkungan?

Hasil penelitian ini menunjukkan bahwa tokoh utama Iwan Setyawan mengalami enam tahap dari delapan tahap perkembangan psikososial Erik Erickson, yaitu kepercayaan versus ketidakpercayaan (0-2 tahun), otonomi versus rasa malu, dan keraguan (2-3 tahun).), inisiatif versus rasa bersalah (3-6 tahun), industri versus inferioritas (6-12 tahun), identitas versus kebingungan peran (12-20 tahun) dan keintiman versus isolasi (20-35 tahun). Selain itu, Iwan juga mengalami perkembangan kepribadian yang dipengaruhi oleh lingkungan yang baik. Berawal dari keluarganya, dimana ibunya selalu mendukung dan memberikan nasehat yang baik kepada Iwan. Budayanya juga berpengaruh positif bagi Iwan. Juga di sekolah, ia memiliki guru yang menginspirasi, teman yang sabar dan setia, serta dosen yang disiplin dan bijaksana. hal-hal tersebut membuat Iwan menjadi pribadi yang baik terbukti dengan banyaknya prestasi yang Iwan miliki selama hidupnya.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the background of the study, the problem of the study, objectives of the study, significance of the study, scope and limitation, definition of key terms, and research method that related to the topic to be discussed. And then the researcher also explains the previous studies related to the theory that was used in this research.

A. Background of the Study

Literary works can be interpreted as the result of a thought or idea from the writer. In the process of making literary works, a researcher cannot be separated from real life. A writer, when creating a work is not only motivated by his personal desire, but also to convey his thoughts, opinions, impressions, and feelings about something. Literature can foster and develop sensitivity to values, in the form of logical, affective, social, and a combination of the whole (Oemarjati, 1970). The form of literary work as a means to achieve and develop the values as mentioned above is a literary work in the form of a novel.

9 summer 10 autumns is a novel that involves psychological aspects. This novel actually depicts the development someone character. This novel tells about the life journey of the main character that is very difficult. When researcher break down the intrinsic elements of novel, researcher will find several elements in a novel. The one of them is characters. Characters in a novel reflecti human's

behaviour in the real life. When researcher learn about characters' personality in a novel, it means understanding people's personality in the real life. According to Hedi Sasrawan (2013), Psychology of literature is one of knowledge and an applied science which learn about behavior, mental function, and human mental process through the scientific procedure. According to Syah (2001), psychology is a knowledge which learns about opened and closed behavior in people, both as individuals or as a group. Opened behavior is a psychomotor act that includes talking, sitting, walking, and many others. Whereas closed practice includes thinking, belief, feeling, and so on.

Essentially, everything that humans experience and do is called behavior. From waking up to sleeping again, the people are full of various practices. So, the psychological object is vast. Because of the extent of the object studied by psychology, the development of psychological science is divided into several types, which are developmental psychology, educational psychology, social psychology, industrial psychology, and clinical psychology. In this research, the researcher is only focused on social psychology or commonly called psychosocial (Upton, 101: 2012). Erikson said that the term "psychosocial" in interaction in human development means that the stages of a person's life from birth to death are shaped by social influences that interact with a nature that makes a person physically and psychologically mature (Erikson, 2010).

In an attempt to adapt to others, the person must adjust his or her behavior (Baldwin, 1992). Based on the fact that human development is a product of complex interactions of the forces that exist within individuals and the

environment in which they are located, it can be said that interactions and interpersonal relationships can affect all lifestyles. Psychological maturity itself is related to the proper implementation of the task of individual growth and development. Maturity is the result of an individual's growth and development process that takes place gradually until it brings out. Personality within the individual itself (Herman, 1969).

It should also be known the meaning of developmental psychology. Developmental psychology is defined as the study of the human soul and human behavior that is in a stage of development, from baby to old, based on growth, maturity, learning, and experience (Yuliani, 2014: 21). The definition of developmental psychology is a branch of psychology that deals with the symptoms of someone's soul, concerning the development of someone's behavior. Development aspects in the individual include physical, emotional, language, moral, religious, personality, and social development (Ajhuri, 2019). According to Sit (2015) The term development includes the terms development and growth. Development is oriented to mental processes while growth is more oriented towards increasing size and structure. Development lasts a lifetime while growth experiences a certain time limit. Development is an orderly, systematic, and organized change that has a specific purpose. Development has several characteristics, namely: continuous, cumulative, moving towards a more complex and holistic direction. Psychosocial development means the social development of an individual in terms of psychology (Jahja, 2011).

According to Makmum (1996), personality development is a quality of an individual's behavior that is evident in adjusting oneself to the environment. The characteristics of a healthy personality can make a realistic of themselves, to assess the situations realistically, to assess accomplishments, accept responsibilities, be independent, control emotions, social acceptance, and happiness. Whereas, unhealthy personality characteristics are characterized by anger, anxiety and worry, frequent depression, being cruel, inability to avoid aberrant behavior, and others.

Then psychosocial development is a learning process of adjusting to norms, morals, and traditions and combines into one another, communicating and cooperating. According to Syah (2014: 50) in the case of psychosocial development, the individual will develop along with age and association. Some of an individual's social development factors are parents, both formal and informal education, environment, and friendships. It is the relevant forms of development with the object of this study. The title of *9 Summers 10 Autumns* novel is based on the true story of life journey from Iwan Setyawan, which is the real name of the author of this novel.

Iwan was born on December 3rd, 1974. He came from a poor family. When the elementary school, Iwan had a genius brain. It happened when his teacher gave a math problem, and he could solve the question. The teacher told his parents about him, and his father's reaction was pretty standard. His father did not look proud of Iwan's brain because his father's principle ingenuity was unimportant,

the most important is being a real man and hard work of earning a living. It was different from his mother who was proud of him.

Ever since he found out about his brilliance, he always proved to be a grade champion consistently until high school. After he graduated from high school, he got a scholarship at Bogor Agricultural Institute in Bogor. His mother and his sister were very excited about that except his father. Living in a moment of shortage did not break Iwan's vision to reach his dreams. In 1997, he was the top graduated of the faculty of MIPA from the Statistic Department. After graduated Iwan get a job in AC Nielsen in Jakarta in data analysis and his dreams come true.

The autobiographical novel is his first work. This novel was published on February 22nd, 2011. It was also filmed in 2013. The researcher found several previous studies have the same object but different topics. The researcher found in the three previous studies. First, Alberta Natasia Adji from Airlangga University in 2018 entitled *Revealing The Re-Transformation of 9 Summers 10 Autumns*. The result of this research is applied to Pierre Bourdieu's field of cultural production theory, as the psychological approach. This theory identifies the phenomenon of transformation from the novel become a movie through the picture hinted illustrative book.

Second, Hajar Arohmah, Nugraheni Eko Wardhani, and Edy Suryanto in 2018 entitled *Kepribadian Tokoh Utama Novel 9 Summers 10 Autumns Karya Iwan Setyawan*. This research aims to describe (1) the structure in Iwan Setyawan's 9 Summers 10 Autumns; (2) the characteristic of the main character's personality in

Iwan Setyawan's 9 Summers 10 Autumns; (3) the education of values in Iwan Setyawan's 9 Summers 10 Autumns; (4) the relevance of the novel as literature learning material in High School. The results of this research show (1) a bonding structure in Iwan Setyawan's 9 Summers 10 Autumns; (2) Iwan as the main character is fulfilled seven criteria for the distinctive personality according to Gordon Allport; (3) Iwan Setyawan's 9 Summers 10 Autumns is made up of 15 types of representations of educational character; (4) this novel has fulfilled the criteria as literary learning.

Third, Mia Aldina Maulana from Senior High School of South Kalimantan in 2019 entitled *Makna Simbol Dalam Novel 9 Summers 10 Autumns Karya Iwan Setyawan*. This research aims to describe the sense of symbols embodied in 9 Summers 10 Autumns, both implicit and scripted. The result of this research can be concluded that several symbols are word, phrase, and sentence that has been hidden or implied meaning.

A novel as a literary work is the way of life in which events and behavior are experienced and committed by humans (characters) (Siswantoro, 2004: 29). This literary work is deserved to research the main character in *Iwan Setyawan's 9 Summers 10 Autumns*. Furthermore, there is a lot of moral value to be learned by reading this novel. Therefore, this research discuss various human problems, especially in the field of psychology, namely psychosocial which focuses on the the psichological dovelopment of the main characters using the theory of Erick H. Erikson.

B. The Problems of Study

Based on the background explained above, the research questions are formulated as follows:

1. What are the stages of psychosocial development of the main character in Iwan Setyawan's *9 Summers 10 Autumns*?

2. How is the development of the main character's personality influenced by the environment?

C. Objectives of the Study

Based on the problem of the study explained above, the objectives are formulated as follows:

1. To know the stages of psychosocial development of the main character in Iwan Setyawan's *9 Summers 10 Autumns*.

2. To know development of the main character's personality influenced by the environment.

D. The Significance of the Study

According to the previous statement of the study, this research used to help the people understand about psychosocial development the main character in Iwan Setyawan's *9 Summers 10 Autumns* from Erick H. Erikson perspective.

Theoretically, the result of this study can be expected to generate the theoretical survey of study in psychosocial development of the main characters use the theory of Erick H. Erikson.

Practically, the finding of this study makes the reader of the novel can understand more about the psychological side of the main characters, especially in psychological development.

E. Scope and Limitation

In conducting an analysis, the researcher should have a scope of limitation to prevent being out of the topic for the study to have a clear focus. There are so many aspects However, the researcher only focuses on the main character, Iwan Setyawan. The researcher will focus on the psychosocial development by the environment.

F. Definition of Key Terms

Psychosocial: psychosocial is a term used to describe the relationship between a person's social condition and his/her mental or emotional health. Psychosocial involves psychological and social (Erickson, 2010). For example, the connection between the fear of the person how he/she interacts with another person in his/her social environment.

Development: human development is a scientific study of patterns of change and across the span of human life (Papalia, Olds, and Feldman, 2009). It is

showed that people change in some ways, things like height and weight and maturity in thought patterns.

Personality: Personality is one of the psychological studies that was born based on the considerations, studies, or findings (results of the practice of handling cases) by experts. Where the object of personality study is human behavior, human behavior that discusses it is related to what, why, and how the behavior is (Kusmayadi, 2001).

G. Previous Studies

Several previous studies have the same topic but the different objects or supposed the formal object. In this piece of review of related literature, the researcher needs to appear and demonstrate that a considerable lot of previous studies have utilized a similar topic with different objectives.

First, Ayu Meriska, Surya Sili, and Erna Wati from Mulawaman University in 2018 entitled *Psychosocial Development of Anna Fitzgerald in My Sister's Keeper Novel By Jodi Picoult.* This research aimed to find out about the identity in fifth stage of psychosocial development of a child who lived uncommon situation and the factor that influenced her identity. The result of this research showed that Anna psychosocially experienced role confusion because she failed to know about her true identity. This situation influenced Anna's relationship with her mother. As a result, she did not have fidelity as her basic virtue. Anna did not get the sense of safety and comfort from her relationship with Sara, as mother-daughter relationship.

Second, Ersyad Hamzah from the State University of Surabaya in 2016 entitled *Psychosocial Crisis of Elizabeth in Eat, Pray, Love*. This study aims to: (1) identify the *Psychosocial Crisis of Elizabeth Gilbert in Eat, Pray, Love* and (2) explain the impact of the failure in accomplishing the stage of psychosocial development toward Elizabeth Gilbert's personality in *Eat, Pray, Love*. This study used a qualitative research with the content analysis method. The result of this research is showed the psychosocial crisis that happened in Elizabeth Gilbert could be seen in her malignances through adulthood stages (intimacy crisis and isolation) of Erik Erikson's psychosocial development. This happens because she is reckless, impulsive, desperate, depressed, and hard to make a decision.

Third, Lilik Kosiaroh, Dyah Sunggingwati, and Chris Ashanty from Mulawarman University in 2017 entitled *Jesse's Psychosocial Development in the Novel, My Sister Keeper, by Jodi Picoult (2004).* This research identified about the stages of Jesse's psychosocial development and the kind of factors that changed Jesse as a dynamic character. The method used descriptive qualitative, where the researcher described the stages of psychosocial development views of Jesse character and then tried to find out about the familial conflict that occurred on him. The result of this research is showed that there were some mistakes and damage to Jesse's character. In adolescence, stages are the culmination of Jesse's problem of 12 up to 18 years old.

Many studies in development character or psychological character have been done a lot to know the characteristic of the character. But, based on the search,

there are no studies with psychological studies to use in Iwan Setyawan's 9 Summer 10 Autumns as the object. The relevance of the research sites in the theory used by the psychosocial of Erik Erickson. The difference in this study sites in the source of book that used.

There have been numerous researchers that analyze Iwan Setyawan's *9 Summer 10 Autumns*. The first is Rey Ardo Budi Putra from Universitas Muhammadiyah Malang that analyze this novel with the tittle *Analisis Motivasi Individual Tokoh Utama dalam Novel 9 Summers 10 Autumns Karya Iwan Setyawan*. This study aims to describe (1) the achievement needs of the main character in the novel *9 summers 10 autumns*. (2) the need for power of the main character in the novel *9 summers 10 autumns*. (3) the relationship needs of the main character in the novel *9 summers 10 autumns*. This study uses a descriptive method, the approach used in this research is literary psychology, this type of research is qualitative. The results of this study indicate (1) the form of achievement needs of the main character in the novel *9 summers 10 autumns* by Iwan setyawan which includes perseverance and responsibility for achievement. Persistence in tasks is seen with perseverance in tasks and responsibilities in the form of being responsible for high achievements. (2) the manifestation of the need for researcher of the main character in the novel *9 summers 10 autumns* by Iwan setyawan which includes influence and orientation. Influential as seen from doing office tasks and oriented is seen by getting job promotions. (3) the relationship needs of the main character in the novel *9 summers 10 autumns* which includes

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friendship and cooperation. Friendship is seen by communicating with others and cooperative by enhancing relationships with friends to become more intimate.

The second is Dwi Werdi Purnama Hastuti from Universitas Muhammadiyah Jember that analyze this novel with the tittle *Nilai Pendidikan Dalam Novel 9 Summers 10 Autumns Karya Iwan Setyawan*. The problem and the purpose of this research is to describe the value of education in the novel *9 Summers 10 Autumns* by Iwan Setyawan. The type of research used by the researcher is descriptive qualitative research. The results of data analysis show that the educational value in the novel *9 Summers 10 Autumns* by Iwan Setyawan includes the value of moral education, the value of religious education, the value of social education, and the value of cultural education. The value of moral education in the form of mutual respect, helping the researcher weak selflessly, and positive thinking. The value of religious education in the form of knowledge and practice. The value of social education in the form of brotherhood, friendship, caring, togetherness, mutual help, and cooperation. While the value of cultural education in the form of beliefs and traditions.

The third is Firda Dzurriyatunal Ulya from State University of Malang that analyze this novel with the title *Sikap Moral Dalam Novel 9 Summers 10 Autumns Dan Potensinya Sebagai Sumber Bahan Ajar Sastra Berbasis Pendidikan Karakter Pada Jenjang SMP*. This study aims to (1) describe the moral attitudes of individuals in the novel 9 Summers 10 Autumns, (2) describe the social moral attitudes of the novel 9 Summers 10 Autumns, (3) describe the moral attitudes of

the novel 9 Summers 10 Autumns, and (4) describe the potential of the novel. 9 Summers 10 Autumns as a source of literary learning materials based on character education at the junior high school level. This study uses a descriptive qualitative approach. Based on the results of the study, the following four conclusions can be obtained. First, the individual moral attitudes of the main characters contained in the novel 9 Summers 10 Autumns have three major classifications, namely (1) utilizing all their potential, abilities, and skills, (2) being kind and not harming others, and (3) treating yourself with kindness and respect. Moral attitudes related to utilizing all the potential, abilities, and skills possessed include (a) enthusiasm for learning, (b) optimism, (c) hard work, (d) dare to dream, and (e) always learn from others. Moral attitudes related to good attitudes and not harming others include (a) big heart, (b) patience, (c) responsibility, (d) love for the environment, and (e) self-introspection. Moral values related to the attitude of treating oneself with kindness and respect include (a) self-happiness and (b) self-esteem. Second, the social moral attitude of the main character of the novel 9 Summers 10 Autumns has two major classifications, namely (1) maintaining harmony and peace and (2) respecting others. The main character's social moral attitudes related to maintaining harmony and peace are (a) sharing, (b) cooperation, (c) friendship, (d) reciprocation, and (e) family love. Third, the religious moral attitudes of the main characters of the novel 9 Summers 10 Autumns are classified into four, namely (1) obedience, (2) surrender to God, (3) gratitude, and (4) repentance. Fourth, the novel 9 Summers 10 Autumns has the potential to be used as a source of literary learning materials based on character education.

The fourth is Fadillah Aini Saragih from Sumatera Utara University of that analyze this novel with the title *Optimisme Tokoh Utama Dalam Novel 9 Summers 10 Autumns Karya Iwan Setyawan: Analisis Psikologi*. This thesis was written with the aim of obtaining an overview of the optimism of the main character in the novel *9 Summers 10 Autumns* by Iwan Setyawan. The author uses a literary psychology approach. From the results of this study, there are 3 main characters' optimism, namely as follows: Permanence, pervasiveness, and personalization. Then, there are 4 factors that influence the main character's optimism, namely: environmental factors, mother's explanation style, crisis experience, and beliefs.

From the previous analysis, researcher can conclude that Iwan Setyawan's *9 Summer 10 Autumns* is one of the most widely analyzed works in the world of literature. There are many aspects that can be seen from this novel. However, an in-depth Psychological analysis that focuses on psychological development according to Erik H. Erikson's novel theory is very necessary. Which theory is summarized in the book "Childhood and Society" 2010. Because of this, this research chose analyze of the *Psychosocial Development* of the Main Characters in Iwan Setyawan*'s 9 Summer 10 Autumns.*

H. Research Method

1.   Research Design

In this research, the researcher is used literary criticism as the research design. Literary criticism is a detailed study of literary work with an emphasis on its assessment (Wellek, 1978). It is similar to (Thrall and Hibbard, 1960), who say

that literary criticism is the information, truth analysis, or judgment of a literary work. Next, (Pradopo, 1994) states that literary criticism is a literary science for "judgment" the literary work, forgive the appraisal, and give the quality or adverse decision of a literary work.

2. Data Source

The data source of this research is a novel by Iwan Setyawan entitled 9 Summers 10 Autumns. This novel was published in 2011 by PT. Gramedia Pustaka Utama. The thickness of this book is 238 pages, and it has been translated into English by Maggie Tiojakin.

3. Data Collection

This research is library research with Iwan Setyawan's 9 Summers 10 Autumns literary work as the object of study. Data collection is done by reading and writing techniques covering three stages, as follows:

a. The researcher reads and analysis deeply.

b. Reading and then rereading the novel.

c. The researcher collects all information or references which focused on the topic that wants to be researched by the researcher.

d. The researcher identifies the data that relate to the research problems above.

e. The researcher classifies the data required according to the research questions above.

f.   The data is collected then categorized into the type of data studies.

4.   Data Analysis

The data that has been collected is analyzed through stages as follows:

a.   Underline the sentences or paragraphs that indicate the characterization, personality structure, personality dynamic, and psychological development.

b.   Make a conclusion.

CHAPTER II

Review on Related Literature

In this chapter, this study focuses on the psychosocial development of the main character in Iwan Setyawan's 9 Summers 10 Autumns. Therefore, the theoretical framework is explained in this chapter to have a deep understanding of the whole concept of this study.

A. Psychology and Literature

Psychology and literature are two different disciplines, but they both have the point of similarity. There are talking about human beings and interacting with one another. Psychology and literature interact with one another. This is because it is regarded as the product of creativity and the expression of the author. Moreover, psychology is thought to help the author to develop sensitivity. In reality, it sharpens the ability to observe and to allow exploring the previously unexplored pattern. It means that psychology can be used by the author to select the characters and the psyche of the characters in the story told by the character, which appears to support the course of the story. The literary, psychological approach in literature is related to the three major aspects namely the author, literary work, and the readers, considering that the psychological approach is more relevant to the author and literary work (Ratna, 2009: 61).

The purpose of the psychological approach to literature is to understand the psychological aspects of a literary work. Nonetheless, it does not mean that the analysis of literary psychology is independent of society's needs. Under its

essence, literary work gives insight into the characters. For example, society can understand the changes, contradictions, and other deviations that occur in society, especially in the psyche. The psychological approach to literature is a study that looks at the literature that contains the human life events portrayed by the imaginary characters or may be played by the factual characters (Sangidu, 2004: 30).

The link between literary work and psychology is had indeed connected, according to (Endaswara, 2008: 97-99), that psychology and literature have both indirect relationship and functional. Indirectly, both literature and psychology have the same object, which is about human life. Whereas, the functional relationships because of psychology and literature study about other people's psyche, the difference in psychology is real, whereas in literature is imaginative.

The term the psychological approach to literature has three possible meanings. The first is the study of the author's psychology as the type or as a person. The second is the study of the creative process. The third is the type of study and psychological laws that are applied in literary work to the readers, according to (Walgito via Endraswara, 2008: 93). The appeal of the problem of the psychological approach to literature is the human problem that illustrates the psyche portrait. Psychology is one of the branches of science whose object of study is the human because psyche or psycho has an understanding of the soul. Psychology and literature have a close relationship because psychology is one of the studies in studying literary work. The psychological approach to literature is the subject that produces the work (Ratna, 2009: 341).

The psychological approach to literature is a science of literature that approaches literary work from a psychological point of view. The study of the psychological approach to literature focuses on the psyche aspects. The psychological approach to literature is a text analysis that considers the relevance and role of the psychological study. Thus focuses on the characters, then it will be analyzed by the conflict. With a close link between psychological aspects with character and characterization elements, then the relevance of literary work to be psychologically analyzed in the works that give the intensity to the psyche aspects.

Related to psychology, especially to psychological personality, literature is one of the interesting study materials because it is not merely a study of boring text, but it becomes a subject of the study that involves the characterization of the character's personality in a literary work (Minderop, 2010: 3). Human characterization and the activity performed in each life can explain much of the psyche's problems of life. Understand the various forms of the psyche that are experienced by the character in a literary work can be understood by literary psychology. Literary psychology is a study that studies the psychological reflection of the character presented in such a way by the author so that the readers feel lulled by the psychological problems contained in a literary work (Minderop, 2010: 55).

From the theory above, it can be concluded that literary psychology is a branch of literature approaching or analyzing the literature from its psychological point of view. It can be the psychological of the author, the readers, or the text itself.

B. Psychosocial Development Theory

Analyzing the character and characterization in a literary work, a literary researcher must be based on the psychological theories and laws about human behavior and character. The psychological theory used in this study is the developmental psychology of Erik Erikson. Erik Homburger Erikson, or Erik Erickson, was born on June 15th, 1902, in Frankfurt, Germany. At first, Erikson has observed the Indian, Oglala Lakota people, who had a tradition of requiring the teenagers to "seeking their fate" by traveling alone into the jungle without weapons and food. But when Erikson visits this tribe, there have been many changes in their culture. From the society or the old figures in the tribe until the children who were put in boarding schools for several years, on the reason that civilization and prosperity were born out of education. Yet what they learned at school is different from what they had been learned at home. Until finally, there were many changes in children because of the differences in views between white teachers and parents, and over time, their culture was faded (Erikson, 2010: 6).

Seeing this phenomenon, Erikson tried hard to answer the problems that he was facing when he observed the Lakota children and adolescents. Erikson becomes famous because of his effort to correct and broaden the theory of stages introduced by Freud. He said that growth is running on genetic principles. This principle states that the human personality develops through eight stages. One stage is determined by success or unsuccessful in the previous stage (Boeree, 2013: 74).

Each stage has its developmental tasks, which are essentially psychosocial. Each stage also has a certain optimal time. If one stage is successfully passed, there will be obtained some benefits or psychosocial endurance in life. Conversely, if one fails to pass one stage well, maybe someone will grow up with maladaptation and malignancy that endanger the next development (Boeree, 2013: 75).

One of the most important elements of psychosocial Erikson's levels is the development of ego quality. A sense of awareness that researcher develop through the process of social interaction. The ego development will always change with the new experience and information that someone has gained as a result of the interaction with others. The perfect ego based on Erikson has contained three main aspects, there are:

1. Factuality: is a collection of facts and data that can be verified by the working method used, as a result of interactions with the environment.

2. Universality: is associated with a sense of reality, combining practical and concrete views with this view of the whole universe.

3. Actuality: is a way to strengthen the relationship with others to achieve common goals.

Erikson also believes that the ability to motivate someone's attitude and action might trigger development more positively. This is what underlies his theory of psychosocial development theory.

Erikson's stages of personality development have eight steps or stages which feature in every single stage. As for the levels in the eight stages of development that through by every human, according to Erikson, as follows:

a) Trust versus Mistrust (0-2 years old)

Infancy is characterized by trust-mistrust. Baby's behavior is based on an impulse to believe or not to trust the people around them. They trust their parents, but someone that called a stranger will not be believed. Therefore, sometimes babies will cry if left to their strangers. They do not only do not believe in strangers but also in alien objects, strange places, strange sounds, different treatment, and many more (Erickson, 2010: 275).

The baby often cries when they are facing those situations. This occurs during oral times, and it is about zero to one or one and a half years old. The result of this phase is to cultivate and develop trust without pressing the ability to present a lack of trust. Trust is well-built when the oral urge in the baby is satisfied. For example, to fall asleep peacefully, eat the meal comfortably and on time, and throw away their dung at will.

Therefore, at this stage, a mother has a qualitative role; it determines the development of a child's personality as a child. When a mother can give warmth and closeness, consistency and continuity to their babies, and so the babies will develop the feeling of reaching the world and especially the social world as a safe place to live, that the people who are on the verge can be trusted and cared for another one. The satisfaction that the baby feels about an attitude given by their mother creates a sense of security, love, and protection.

b) Autonomy versus Shame and Doubt (2 – 3 years old)

Early childhood is marked by autonomy – shame, doubt of tendency. By this time, to some extent, the child can already stand on their own. In the sense of sitting, standing, walking, playing, drinking from their bottles without the help of their parents, yet, on the other hand, they had begun to have shame and doubt in their doing, so often they are asking their parents for help or consent. The second stages are the anal – muscular stage (Erickson, 2010: 297). These are usually called toddler terms that run from 18 months to three or four years old. The result at this time was that autonomy could be at the same time reduced the feeling of shame and doubt. For this is a good attitude or action in the relationship between the children and their parents, then it can produce autonomy. But, the opposite is true when the parents in parenting are mistaking their children, then the children in their development will develop a sense of shame and doubt.

c) Initiative versus Guilt (3-6 Years Old)

Preschool age is marked by a tendency of the initiative – guilt. By this time, the children have been had some conversation, these conversations urge them to engage in some activities, but just because the child's abilities are limited sometimes, they will fail (Erickson, 2010: 303).

That failures cause them to have a guilty conscience, and for a while, they refuse to take the initiative or act. This third step is also called genital – locomotor stages or is commonly called the play stage. This stage is during a certain period when the child turns three to five or six years old, and the task that a child has to

carry these days is to learn to have ideas (initiative) without making too many mistakes.

d) Industry versus Inferiority (6-12 Years Old)

School-age is marked by a tendency of industry – inferiority. In continuation of the earlier stages of development, these days, the children are very active in learning about anything that they want. The urge to know and to do with its environment is enormous, but the other side because of their limitation and knowledge sometimes faced difficulties, barriers, even failures. These barriers and failures can cause the children to feel inferior (Erickson, 2010: 307).

This fourth stage is also called to be latent, one that occurs in primary school between six up to 12 years old. One of the tasks needed at this stage is to develop the ability to work hard and to avoid the feeling of inferiority. When the children are at this level, their social area grows larger from the family circle into the school circle, so all aspects have a role. For example, parents should always push, the teachers have to give the intention, friends have to accept his/her presence, and so on.

This level shows the development of children toward plans that was at first, just a fantasy. But the growing number of years that the existing plan needs to be realized to be successful in learning.

e) Identity versus Role Confusion (12-20 Years Old)

The fifth stages are the adolescent stage; it starts at puberty and ends at 18 or 20 years old. Adolescence is marked by the leaning of identity – identity confusion. In preparation for adulthood is being sustained by their abilities; they

seek to establish and reveal the identity, the type of characteristic of themselves. Urges shape and reveal the identity, teenagers are often extremely extreme, so it is not uncommon to be viewd by its environment as an aberration or damage (Erickson, 2010: 310).

The urge sense of identity build on one side is often balanced by a great deal of friendliness and tolerance towards their peers. Among their peers, there is a partition, and often they are very obedient to the role that is given to each member. The attainment of personal identity and avoiding dual roles is part of the task to be done at this stage. According to Erikson, this is the most important time because, in his understanding, through this stage, one has to achieve the level of ego.

f) Intimacy versus Isolation (20-35 Years Old)

The first and fifth stage is passed, so each individual will take the next step, which is that in young adulthood, which is about 20-30 years old. Young adulthood is marked by a tendency of intimacy – isolation. In the past, the individual has strong ties to peer groups. But by this time, the ties of the group had begun to lose (Erickson, 2010: 313).

They have begun to be selective. They promote intimate relations only with certain ones in their way. So at this stage, the urge arises to form intimate relationships with certain individuals, and less familiar with others. According to Erikson, in this stage, it is to seek to attain closeness with others and try to avoid isolation whereas the tendency between intimacy and isolation should be balanced to attain the positive value of love.

In Erikson's context theory, love means the ability to set aside all forms of diversity and pride through a sense of mutual need. The region of love here means it is not just a relationship with someone, but also a relationship with parents, neighbors, best friends, and another. The ritual that occurs this year has affiliations and elitism. Affiliations indicate a good attitude by reflecting an attitude to sustain love built up by friends, lovers, and others. Elitism indicates a lack of open, suspicious attitude toward others.

g) Generativity versus Stagnation (35-64 Years Old)

Adulthood is marked by a tendency of generativity – stagnation. The individual has been reached the pinnacle of their ability to develop. Their knowledge is quite extensive; the conversation is quite much, so the individual development is very rapid. Though the knowledge and individual prowess are vast, they may not be able to master all manner of science and skill, so that nonetheless, their knowledge and abilities are limited (Erickson, 2010: 317-318).

If the first stage to the sixth stage is a task to be accomplished, similarity at this time and one of the tasks to achieve is to devote to the balance between generalities and stagnation. Generalities are the expansion of love into the future. Generalities will be reflected in the attitude of others or being around them. This understanding is vastly different from the meaning of stagnation, in that adoration of oneself and attitudes that can be characterized in stagnation is indifference.

h) Integrity versus Despair (65 Years and Up)

The last stage in Erikson's theory is called by twilight stage occupied by people who are about 60 or 65 years older. Senescence is marked by a tendency of

integrity and despair (Erickson, 2010: 319). During this time individual has personal unity or integrity, everything they have worked out has become their personal property. The one who had been set in place at one end was shaken by their advancing age.

C. The Development of the Personality Influenced by the Environment

Psychology is a study that discusses human behavior in interacting with the environment. The behavior in question is an activity that includes thought processes, emotions, and decision making (Ajhuri, 2019). For example, a child who is silent while first divulging his teacher who is being explained the tasks that must be completed, means that the child is behaving.

From the example above, it is evident how many factors make up the fabric of the causes of a behavior. This is in accordance with what was stated by Richards (2009), that there was never a behavior caused by one cause. But it is always caused by a very complex interweaving of causes. A person who has a tendency to think or have emotions as he is now, is influenced by experiences or impressions and habits of thinking and emotion he has since he was in the womb until now. Therefore, to understand an individual's behavior is very difficult. However, this needs to be done by people whose tasks are mostly dealing with humans or even improving and developing the behavior itself (Ajhuri, 2019).

All human behavior has a cause. Behavior is not only caused by a variety of causes, but by various causes that are related to one another (Ajhuri, 2019). An example is a first grade elementary school student who shows his displeasure at school, in fact, often skips classes, and does not do schoolwork. The teacher

considered that he had low intellectual ability, so he was advised to enter an extraordinary school.

According to Allport (2003), personality is one of the dynamic organizations of the individual's psychophysical system that determines the behavior and thinking of individuals in a unique way. The occurrence of psychophysical interactions directs human behavior. The dynamic meaning in this definition is that behavior may change through the learning process or through experiences, rewards, punishments, and education. So in this chapter, the researcher explain about the personality that influenced by the environment. According to Sjarkawi (2008), a factor that can affect a person's personality in his life is his environment. someone starting from the smallest environment, namely family, friends, neighbors, to the influence of various audiovisual media such as TV, VCD, internet, or print media such as newspapers, magazines and so on. According to Yusuf (2011: 19) broadly speaking, there are two main factors that influence personality development, namely Genetic factors and Environmental factors:

1. Genetic factors (inherited)

The period in the womb is seen as a critical time (period) in personality development, because not only as a time of formation of personality patterns, but also as a time of formation of abilities that determine the type of individual adjustment to life after birth.

The influence of genes on personality is actually not direct, because what genes directly affect are (1) the quality of the nervous system, (2) the biochemical balance of the body, and (3) the structure of the body. That the function of

heredity in relation to personality development is (1) as a source of personality raw materials such as physical, intelligence, and temperament, (2) limiting personality development (even though the environmental conditions are very good, personality development does not necessarily exceed the capacity or potential for heredity, and affect the uniqueness of personality.

For example, a girl whose face is lacking, she will feel inferior if she is in an environment that really appreciates women in terms of their physical beauty. From this example, that heredity affects an individual's "self-concept" as the basis of his individuality (uniqueness) so that no two people have the same personality patterns, even though identical twins.

2. Environmental factors (environment)

Environmental factors that influence personality include family, culture and school.

a. Family

The family is seen as the main determinant of the formation of the child's personality. The reasons are (1) it is the first social group that becomes the center of child identification, (2) children spend a lot of time in the family environment, and (3) family members are "significant people" for the formation of the child's personality. If the child can meet his basic needs, then he tends to develop into a healthy person.

The family environment includes the smallest social unit that provides the primary foundation for a child's development, therefore the good or bad structure of the family and the surrounding community has a good or bad influence on the

growth of the child's personality (Kartono, 1995: 16). The role of the family has the main value in determining the success of the values that have been instilled by the family, especially parents, because the cultivation of values is the most important part of the formation of children's character. The family has a very important role in the development of the child's personality which is influenced by several factors, so that the interaction between parents and children takes place appropriately (Hawari, 1993: 31).

Family atmosphere is very important for the development of a child's personality. A child who is raised in a harmonious and religious family environment, the child tends to be positive, healthy (well adjustment). While children who are developed in a broken home family environment, less harmonious, people are hard on children, or do not pay attention to religious values, then their personality development tends to be distorted or experience abnormalities in their adjustment (maladjustment).

Several things affect children in the family environment. First, the attitudes and habits of parents. Second, parenting applied by parents. There are four parenting styles that can be applied by parents (Santrock, 1995). Democratic parenting, where children are given the freedom to express opinions within the family in decision-making, but parents continue to exercise strong supervision and control and positive encouragement for children (Suharsono, Fitriyani, & Upoyo, 2009). Authoritarian parenting, where this parenting pattern is the opposite of democratic parenting, where parents are too demanding and regulate children without caring about children's opinions (Apriastuti, 2013). Permissive-indulgent parenting,

parents consider children as adults, parents are still involved in children's problems, but provide boundaries, so parents are not too demanding and not too punishing children (Suharsono, Fitriyani, & Upoyo, 2009). Permissive-indifferent parenting is worse than the third type of parenting, this is because in this parenting parents really do not want to know or are not very involved in the child's life (Inikah, 2015).

Second, the socio-economic condition of the family is one of the factors that influence the development of children (Gerungan, 2004). The social and economic conditions in question are not only the ability of the family in terms of finances, but also the encouragement and support from the family that can affect the child's growth and development for the better.

Third, family integrity (Gerungan, 2004), consists of the nuclear family, namely mother, father and children. Single parents certainly greatly affect the development of children, because children do not have the figure of one of them. Because neither father nor mother could incarnate each other even though they had tried very hard. In addition, the integrity of the interaction in the family is also very important.

Fourth, the order of birth or the position of children in the family. An only child will be the only center for parents to pour out all their affection, so single children tend to be spoiled, have difficulty getting along with their peers, like to attract adult attention in a childish way, and so on. Meanwhile, children with several siblings will share the love of their parents (Demista, 2009), so that the second, third, fourth, and so on in the family show faster development than the

first child. This is because younger children will imitate and learn more from their older siblings.

b. Culture

Each community group (nation, race, or ethnicity) has a unique tradition, custom, or culture. The culture of a society has an influence on every citizen, both regarding the way of thinking, how to behave, or how to behave. The influence of culture on personality can be seen from the difference between modern society, whose culture is advanced, and primitive society, whose culture is still simple. This difference can be seen in their lifestyle, such as in how to eat, dress, maintain health, interact, make a living, and think (see things).

Each tribe and nation in this world each has a relatively different basic personality type (although in many cases, with the influence of globalization, the differences in personality characteristics tend to decrease). For example, the Indonesian people have basic personality characteristics: religious, friendly, but lack discipline. While Japan: tenacious, creative, and disciplined.

The community environment is the most extensive environment in an individual's life. Zastrow in (Kurniawan, 2014), says that the community environment is all individuals and systems, both of which interact with each other to form a pattern of relationships. Thus, the community environment also has a central role in instilling ethical and aesthetic values in the formation of children's character (Subianto, 2013). The state of demography, religion, culture, customs and habits (Ramayulis, 2009) is what color the development of children.

According to Koentjaraningrat (1990), culture contains seven elements, namely: language, technological system, economic system, social organization, knowledge system, religion and art. Thus, seen from the form and content, culture is basically an order that regulates the life of a society. Culture is an environment formed by the norms and values that are maintained by the supporting community. The values and norms that guide life then develop in various community needs, so that they are formed in one social system. And this system then manifests cultural objects in the form of physical objects. The explanation above shows that, both the form and content of the culture, it already contains all aspects of people's lives, both abstract in nature (consisting of ideas, thoughts, concepts, cultural values, norms, and views), as well as which is rather concrete in the form of activities, patterned behavior, behavior, ceremonies and rites. Furthermore, culture in a physical sense is the work of cultivation itself.

c.   School

Schools will have a huge influence on children as individuals and social beings. School regulations, teacher authority, work discipline, learning methods, social habits and various kinds of guidance and pleasure in learning for children, for example, children can learn systematically, can get along with their peers, can play together and conduct experiments, can compete and have fun, etc. All of these experiences can have a huge influence on the development of a child's personality. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

School is the second social environment for children after family. Children learn to interact with educators as agents of change and with peers. Where, both of them are able to influence the behavior of children. Peer friends are excellent partners for children (Tarsidi, t.t.), while teachers act as models and as mediators (Maryatun, 2016), either between children or betweenchildren and their parents.

Wellaman and Husen have proven through their research that schools have a very dominant role in the growth and development of children, especially in the development of intelligence. But not only that, schools also develop other aspects such as the formation of attitudes, habits, learning with groups, learning to hold back and so on (Titin, Nuraini, & Supriadi, 2014). In addition, the teacher's attention, the size of the class and the method or learning model applied to children (Gerungan, 2004) are also factors that influence children's development, according to the results of Jackson and Hetzer's research.

The factors that are considered influential include the following:

1) Class emotional climate

Classes with a healthy emotional climate (teachers are friendly and respectful towards students and the same applies to fellow students) have a positive impact on children's psychological development, such as feeling comfortable, happy, willing to work together, motivated to learn, and willing to obey the rules.

Meanwhile, a class with an unhealthy emotional climate (the teacher is authoritarian, and does not respect students) has a negative impact on children, such as feeling tense, nervous, very critical, easily angry, lazy to study, and behavior that disturbs order.

2) Teacher's attitude and behavior

The attitude and behavior of the teacher is reflected in his relationship with students. The teacher-student relationship is influenced by various factors including:

a) Cultural stereotypes of teachers (personal and professional), positive or negative.

b) Teacher's attitude towards students.

c) Teaching method.

d) Enforce discipline in the classroom.

e) Teacher personal adjustment.

The attitude of the teacher's behavior, directly affects the students' self-concept, through their attitudes towards academic tasks (seriousness in teaching), discipline in obeying school rules, and attention to students. Indirectly, the influence of the teacher is related to his efforts to help students in developing their social adjustment skills.

3) Discipline

Wibowo (2010:2) states that discipline is how educators attempt to train the mind and character of a child gradually so that later he becomes a person who can have self-control and can be accepted by the environment or can socialize. Mini (2011:7) states that discipline is a guidance process that aims to instill certain behavior patterns. Especially to improve mental and moral qualities. This opinion is also in line with Nurwanti (2011:29) which states that discipline is an action that shows orderly behavior and obeys various rules and regulations.

Based on the description above, it can be concluded that discipline is an effort of teaching, guidance and encouragement carried out by educators. Discipline is a means to shape the character of children to be more trained and controlled to deal with rules or habits in the continuity of life for themselves or for the social environment.The rules are shown to shape the attitudes and behavior of students. Authoritarian discipline tends to develop students' personal traits that are tense, anxious and antagonistic. Permissive discipline tends to form students who are less responsible, less respecting authority, and egocentric. While democratic disciplines tend to develop feelings of worth, feel happy, feelings of calm, and a cooperative attitude.

Smith said that discipline is basically divided into two, namely positive discipline and negative discipline. Positive discipline or congruent communication discipline is a form of discipline that teaches children to understand why one behavior is accepted and another behavior is not accepted; while negative discipline is more focused on obedience and avoiding punishment (Smith, 2004).

4) Learning achievement

The acquisition of learning achievement, or class rank can affect the increase in self-esteem, and students' self-confidence. Self-confidence is very influential and determines the success of students in their lives. Self-confidence greatly affects success in learning and work, in the family environment, and in social relationships with others. Individuals who have good self-confidence have confidence and always try to develop their potential to the fullest and show the best of themselves as evidenced by an achievement. On the other hand, students

who have poor self-confidence, they are not able to develop the talents, interests, and potentials that exist within themselves and are not able to actualize themselves maximally and are passive. Therefore, the role of guidance and counseling teachers is very important in providing preventive, informational, motivational, individual counseling, and group counseling services for students.

According to Santrok (2007: 148) along with the spread of adulthood and growing up, achievement plays a more important role in development, work becomes the main aspect of life, and the role of career also becomes bigger. Reviewing the statement, it is known that a person's achievement is very influential on a job which is the most important aspect in pursuing life both in education and in the student's career path. Career planning is the development of a student's academic journey in achieving success in learning which is called achievement.

5) Peer acceptance

Broadly speaking, peers are useful for social development, emotional development, training in communication, experience, learning new things, and being able to convey what they want. As an adult, he will find friends who are ready to be his best friends, accompany him in difficult and happy times, and are equally supportive for them. With peers, children will learn patterns of behavior that are used to adjust to social situations. Children who can adjust well will usually find it easy to make friends. with children who are unable to adjust to poor adjustment.

The good influence given by peers is related to the social and emotional development of children. Children's social relationships are strongly influenced by the role of their peers. Not all children can interact and are able to adjust well. There are children who are quiet and lack self-confidence, so he chooses to be alone. Howewer, children who are quiet and lack self-confidence will be more open when their other friends invite them to play together. So that children who are quiet will be happier and more able to adjust thanks to the support of their peers. Likewise, if a child is afraid of his teacher, he will be brave if given encouragement and encouragement by his peers.

The formation of attitudes, behavior and social behavior of adolescents is largely determined by the influence of the environment or peers. If the social environment facilitates or provides opportunities for adolescents positively, adolescents will achieve mature social development. And if the social environment provides opportunities negatively for adolescents, then the social development of adolescents will be hampered. Environmental influence begins with association with friends. At the age of 9-15 years, friendship is a close relationship that is bound by common interests, common interests, and sharing feelings, helping each other to solve common problems. The role of peers in adolescent association becomes very prominent. According to Sarwono (2001), this is in line with the increasing interest of individuals in friendship and participation in groups. Peer groups also become a learning community where roles and social standards are formed related to work and achievement. Students

who are accepted by their friends, he will develop a positive attitude towards

himself, as well as others. He felt that he was a valuable person (Yusuf, 2009).

CHAPTER III

FINDING AND DISCUSSION

This chapter will explain about psychosocial development that appear on the main character of Iwan Setyawan and intrinsic elements in Iwan Setyawan's *9 Summers 10 Autumns*. The following will explain the character of Iwan Setyawan based on his psychosocial development.

A. The Psychosocial Development of the Main Character in *Iwan Setyawan's 9 Summers 10 Autumns*

Each person tends to standardized behavior or applies consistently in the face of the situation at hand so that it becomes his or her characteristic. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

1. Trust vs Mistrust (0-2 years old)

Iwan was born and grow up in a simple family or low-income. He was born in Batu on December 2nd, 1974. His father's name is Abdul Hasim. He worked as public transportation in Batu city. His mother's name is Ngatinah. She is a housewife. Iwan and his family lived in a small house. It can be seen from Iwan's quotation as follows.

> *"When I was born, my parents were extremely happy—especially for my father—because they had wanted a boy for so long. My mother had experienced a miscarriage after giving birth to two girls and was afraid I wouldn't survive. My birth was a speck of hope: a boy who would work hard and provide for the family. For me, of course, this hope at once served as a challenge and a dreadful prospect." (Setyawan, p.67).*

The passage above showed that Iwan's birth was a gift for his family. Especially his father who desperately wanted a son, so that he will be able to be

the cantilever his family one day. When Iwan was born, he entered infancy. According to (Erikson via Upton, 2012: 22) said that children develop a sense of trust when those who care for them give the reliability, care, and affection. Infancy or the first year is the starting point of personality formation. Infants learned to trust others to fulfill the basic needs. So the strength that needs to be grown in a child's personality is hope.

As a child who generally likes to play, he prefers to stay at home because he did not have any toys. Iwan needs the toys but, his parents were unable to comply with his wishes. It can be seen as follows.

> *"I was a homebody for most of my childhood years. The bond I shared with my mother and sisters made it comfortable for me to stay home with them." (Setyawan, p.68).*

From the quotation above it can be seen that the trust gained from his mother and his sisters who accompanied him and gave him warmth and affection. Whereas the mistrust that gained of the main character was that he was afraid to interact with the world outside. So that Iwan did not have the confidence to play with his peers. He chose to play at home with his sisters.

2. Autonomy vs Shame and Doubt (2-3years old)

In this stage, the child will learn he has control over his body. Parents should guide their children, teach them to control their desires or impulses, but not with harsh treatment. They exercise their will, autonomy to be precise (Erikson, 2010).

> *"I would only go out of the house when my sister went out of the house play with their friends; or when my father told me to get out of the kitchen. I was homebody without a toy to play with. The bond I shared with my with my mother and my sistes made it comfortable for me to stay home with them (Setiawan, p.68)"*

From this data, researcher knows that Iwan prefers not to leave the house. He only left the house when his brother was out with his friends, or if his father told him to get out of the kitchen. It was Iwan's own wish because he felt comfortable with his mother and brothers at home. this is a form of controlling desires carried out by Iwan against himself. he has the autonomy within himself to choose to go out to play, or stay home with his family. According to Erikson (2010), at this stage, the child will learn that he has control over his body. Parents should guide their children, teaching them to control their desires or impulses, but not with harsh treatment.

> *"Because of this, I felt motivated to study even harder. When I got home from school, I would do my homework first. Then, I would have lunch and take a nap. My sister did the same things; they were the oones who opened the way for me. We did this ritual as if it had been implanted in our psyche; though our parents had never set any specific rules when it came to studying. They never told us when to study and when to play; or when we should do our homework. We set our own schedule, and diligently so, because we had great thirst for knowledge (Setyawan, 69)."*

From the evidence above, it can be seen that Iwan and his older sisters must be able to control their own study hours. Iwan and his older sisters were given the authority to decide when they had to study and when they had to play. it makes the child will learn that he has control over his body. Parents only supervise their children and teach them to control their desires or impulses, but not with harsh treatment. They carry out their will, autonomy to be exact. According to (Erickson, 2010: 301) said that the kind of developmental autonomy in childhood there will not be doubt and shame overly. Children need to develop a personal sense of control over skills and a sense of self-reliance. A sense of autonomy that helped in children's development and modified throughout their lives will help to preserve a sense of justice in their lives.

3. Initiative vs Guilt (3-6 years old)

In this period children learn how to plan and carry out their actions. An unsuccessful resolution from this stage will make the child afraid to take the initiative or make a decision for fear of making a mistake (Erikson, 2010).

> *"I wanted to read and write like my sisters. And at the end of the school semester, researcher were all taken aback by the fact that I had made it to the top three list of most successful students in my classroom. I was confused, yet proud of what I had achieved. I loved my textbooks even more." (Setyawan, p.69).*

From the quote above, it can be seen that Iwan learned how to plan and execute his actions. He chooses to be like his older sister who has many achievements because he is afraid to take the initiative or make decisions for fear of making mistakes. Iwan has low self-esteem and does not want to develop expectations when he grows up.

At this stage, the child learns to find a balance betweenthe ability within himself with hope or purpose. That is why the children tend to test their skills without recognizing their potential. The conflicts that occur are initiative or feeling guilty. If the social environment is less supportive, the child has less action.

When Iwan entered the kindergarten, he had to be accompanied by his mother. He tends to be spoiled compared to his other siblings. Because of this he also became nearer to his mother than his father, as in the following quote below.

> *"In kindergarten school, I wouldn't let my mother leave my side. And for two years, my mother had to stay with me in kindergarten school. I was afraid of the world outside. When other children ran around and played with each other, I preferred be myself. I don't know why. I started reading the world and I didn't want to be in it. I felt I was different." (Setyawan, p.68-69).*

Iwan's initiative is when he helps his mother or plays with his younger siblings. That way he is able to explore himself to take action or do something. Iwan's initiative is when he helps his mother or plays with his younger siblings. That way he is able to explore himself to take action or do something. This is in accordance with Erikson (2010), in this period the children learn how to plan and carry out their actions. Unsuccessful resolutions from this stage will make the child afraid to take the initiative or make decisions for fear of making mistakes Meanwhile, there is no sense of guilt in the character of Iwan Setyawan. Because the quotations above do not indicate any bad behavior of the main character.

4.   Industry vs Inferiority (6-12 years old)

At this age, the child's social world will expand from the family world. The child will interact with the teachers and schoolmates. Erickson said that at this age, curiosity becomes very powerful, and it relates to abilities. Children who usually develop will be diligent in learning to read and write or in other skills (Erickson via Alwisol, 2009: 96). At this stage, Iwan has been shown the basic signs of ability. There is his interest in reading and studying. It can be seen as follows.

Iwan Setyawan includes the type of diligence in terms of learning. This is evidenced by the quotes above, which show that he is smart and diligent in learning. He is also good at setting the time on homework, taking breaks, and so on. He has an optimistic daily study, and he thinks that the activity is enjoyable.

Therefore, it can be concluded that Iwan is successful at this stage; he puts forward his diligence to study hard.

Furthermore, he is also able to make development in his psychology. Besides having the academic ability, he also has non-academic skills that are not known to everyone. It can be explained as follows.

> *"More than just singing, I had also represented my school at a poetry reading competition—where I had also won." (Setyawan, p.70).*

The quotations above indicate that he is not only excellent in academics but also can sing and read the poem well. He can be balancing both He had several achievements in this stage.

Besides, Iwan also includes the stage of virtue (competence). Virtue (competence) is acquired through the exercise in motion and intelligence to accomplish the task (Alwisol, 2009: 97). In this case, Iwan proves his intelligence. This achievement is showed to his parents, especially to his father, that the only son in the family can reach the champion in the class. Here is the quote on the matter.

> *"And at school I managed to maintain my academic excellence. I remained in the top three list of most successful students all the way from the first to six grade. I had also competed at a school competition aired by TVRI Surabaya. My greatest competitor throughout elementary school was Nanda, the daughter of a doctor (the only child in the classroom, perhaps even the whole school, whose parent was a doctor); and Diah, the daughter of a teacher. My academic excellence put me in the same league as them." (Setyawan, p.70)*

He explains his accomplishments during elementary school. He feels happy, although he thinks that he has two competitors who were quite tricky. But it never brokes his spirit to keep learning. In theory, Erickson explains that in the part of virtue, the child need orders and methods, but more important is the utilization of

abundant intelligence and physical energy to perform school activities, the duties, arts, sports, skills, guarantee not developing of feeling less of inadequacy than others (Erickson via Alwisol, 2009: 97). This means Iwan needs orders to utilize his intelligence and physical energy to carry out several activities. This is proved when he got his achievement in a row. This is what makes Iwan different from his peers because he has successfully done this stage. He eventually is better and superior to his peers. Furthermore, Iwan says that it would be better for him to befriend his books than his peers. It can be seen below.

> *"I didn't feel like running around and playing with other children. I didn't feel like being friends with them; because my friends were my books." (Setyawan, p.69).*

Iwan's quotes above are a portrayal that he suffers formal negative development. Consequently, he feels alone, closed, and feeling does not need friends or best friends.

The quotations above indicate that Iwan Setyawan has two patterns of behavior: positive and negative. During life at stages of school-age, the two distinct patterns run together. The emergence of these two patterns of behavior is caused by the psychosocial conflict experienced by Iwan, which is from positive and negative elements. Both elements are necessary for the development of someone's personality. Yet positive element has to be more prominent than the negative element because the positive element is more required to build the child's psychological development. If the negative element is more prominent, then it will not be able that balance happens. For example, if the negative element is more prominent, the child's personality will become closed, withdrawing from the

environment and feeling isolated. The negative element that Iwan experienced above causes him to become a loner figure. This caused the positive element is more dominant than Iwan's personality at this stage. Therefore he is unable to escape from the loner that he experiences. It eventually forms Iwan to be an immature person at this stage.

The industry which got from the character of Iwan was his academic achievement. Besides, he also had some abilities outside his academics, like reading poetry and singing. From some of the data above, researcher can conclude that Iwan is a character who has no inferiority in him. This is because Iwan's achievements are obtained from various fields. Both academic and non-academic achievements. It is also not explained from this novel that Iwan has failed. This explanation is in accordance with the words of Thahir (2010) Children at this age should be able to feel what it feels like to be successful, whether it's at school or on the playground. Through this goal the child can develop a diligent attitude. It is different if children cannot be successful because they do not feel capable (inferiority), so children can also develop low self-esteem.

5. Identity vs Role Confusion (12-20 years old)

Iwan also comes into the adolescence category. He enters junior high school at 13 years old classified as early adulthood. This stage is one of the most important stages among other developments because someone has to reach a reasonably good level of ego identity (Erickson via Alwisol, 2009: 98). Identity crises with identity disorder are at a peak in this adolescence stage. This crisis will appear in

the fidelity of adolescence. Erickson views adolescence as a latent social stage. At this stage, the individual is busy with himself. This is motivated by genital puberty, which provides an opportunity for conflict, whether it relates to sex, job, self-confidence, and the philosophy of life.

The development of Iwan Setyawan's psychology in junior high school has not yet undergone a development. Iwan is still a loner and introverted person. This is because of the environmental factor that makes him feel uncomfortable. At this stage, a teenager will do many things to know who they are, and usually, the child will look for friends who have something familiar with themselves to get through. But it does not happen to Iwan. He has yet found a friend who has yet seen a friend who had nothing in common with him. From his quotes, Iwan says that he has to be more diligent to learn than before. This is the quotation from Iwan.

> *"I studied hard, perhaps even harder than all my friends. I started getting up really early in the morning, so I could study before I had to go to school. Sometimes I would wake up at one in the morning, and I didn't care that it was still dark outside, or that I had to study under a dim light, or that there were apparitions around me—from people's horror stories. I fought off my own exhaustion and fear because I wanted to study; I wanted to defeat my fear and failure. So I began the fight against the feeling of "smallness" that was gnawing at me." (Setyawan, p.75).*

The quotes above suggest that Iwan is an ambitious boy. A child grows according to the stage of his age and thinks according to his age. This is an obstacle in his development. As Erickson said in his concept, the child can handle the crisis at the stage he is going through, even though they have never failed at the previous stage. And Erickson's statement is proven when Iwan gets the best score. He will feel very loose. This is called a psychosocial crisis. The psychosocial crisis at this stage is betweenidentity and role confusion that he has.

Iwan's psychological development at this stage is starting to develop, especially when he enters senior high school. He begins to open up to get better acquainted with his surroundings; the psychological development of Iwan Setyawan begins to grow up and progressing well. This is because of the factors of friends and his desire to cut out the boredom and saturation. In this stage, the children, or it can call the teenagers, begin to take notice of themselves. Whether they are handsome or bad, good or not, and so forth. The children like their idols and pay little attention to their surroundings. This is natural because, in the theory of psychological development, it is called puberty. The psychosexual development of puberty is the stage of sexual maturity. At this stage, Iwan begins to get along well. He gains to be confidence in greeting and getting to know his peers. It quotes can be seen below.

> *"I wanted to get to know them better. Even though I still preferred to be by myself, I began to have a few close friends. There were several groups of friends formed naturally at the time based on activities (sports), bad habits (fighting), looks (the cool group), smart (the science whiz), and good habits (the ones who follow the rules). Even the quiet students had their own group. Fortunately, I fell into the smarts and good category. The group I hung out with also represented those who had come from well-to-do families, such as those who run orchid businesses, successful apple farmers, those in the fishery business, teachers, or major wholesalers at the market. I was only one whose father made his living driving a public transportation minibus." (Setyawan, p.89-90).*

From the quotes above, Iwan can overcome his psychosocial crisis. He opens up and plays with his peers. He also begins to find his identity as a teenager. Erickson reveals that someone is called an optimist, if he can handle the crisis at the stage passed even though he has ever failed at the previous stage. Thus, it can be concluded that Iwan is successful at this stage because he starts to open up to others of his age.

Not only that but during senior high school, Iwan also has a friend who comes from Canada. At this stage, he even starts to feel an interest in learning foreign cultures. The following is a quote from Iwan.

> *"I was inspired by Nico, who had seen the world at such a young age. He traveled for thousands of miles from Canada to Indonesia—and yet it was so easy for him to adjust with the local culture and lifestyle. Back in Canada, he would use a washing machine to wash his clothes; but here in Batu he had to wash his clothes by hand. He also didn't mind showering with a pail and using a wet toilet (where you have to squat). He tried everything; including tasting all of Indonesian traditional food. At the time, I didn't realize that it takes great courage and self-will to adapt to somebody else's culture. I was blind; I had never seen any other part of the world other than my own. All I saw was Nico the foreigner and I kept wondering what life was like for him back in Canada."* (Setyawan, p.96).

The passage above indicates that Iwan is very impressed with Nico. At a young age, he already dares to learn about other cultures. What happened to Iwan is a natural thing at this stage of adolescence. Besides, he also wants to know more about foreign cultures. It can be explained as follows.

> *"I would always try to befriend Nico in order to get to know him better. I wanted to know more about his culture, lifestyle while also practicing my English. Nico is a warm person and it is easy for him to connect with other people."* (Setyawan, p.96).

One of the characteristics of the adolescence stage is a profound curiosity to learn about something. In this case, Iwan has been shown these characteristics. Besides having a foreign friend, he also becomes interested in learning more about cultural diversity than in Indonesia.

In the adolescence stage, besides puberty, Iwan is also experiencing psychosocial conflict (identity and identity disorder). At this stage, particularly psychosocial, there is an identity disorder. Identity disorder is a syndrome of problems. It includes the division of self-image, inability to build close

friendships, the lack of understanding of the importance of time, inability to concentrate on the task that requires it, and rejection of family or community standards.

In this stage, adolescence's quest for identity reached its climax, while the teenagers struggle to find their search for identity. According to Erickson, identity appears from two sources: affirmation or deletion identification in childhood, and second, history relating to the willingness to accept specific standards (Erickson via Alwisol, 2009: 98). Adolescents often reject the standards of older people and choose the values of a group. Identity can be positive and negative. Positive identity is a decision about who they are and what they believe. Otherwise, negative identity is what they do not want to be and what they refuse to believe. Before they get a stable identity, this identity search is one of the right things. Because this process can make teenagers more responsible for what they do, adolescents can grow well and have a more mature nature. The seeking for identity experienced by Iwan becomes the important factor the makes him be able to behave wisely, and even he dares to begins to aspire as he wants. At this stage, Iwan suffers the identity search. This can be seen when Iwan Setyawan more mature than other children at his age. Like when Iwan becomes a private tutor for his students during senior high school. It can be seen as follows.

> *"I tutored in the afternoon after I had finished my homework and done my chores. I would take a shower and put on my best clothes before hopping onto the green public transportation minibus toward the "big house." I skipped my nap and group studies as well as playtime with friends in Gang Buntu." (Setyawan, p.91).*

As explained above, Iwan is experiencing a maturity period. This is because he wants to help his family's economy to be fulfilled properly. According to

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Erickson, the balancing betweenidentity and identity disorder, which tend to be positive to identity will result in allegiance to specific ideologies, the ability to decide abandonment what to do.

The quotation above shows his sincere and deep view and desire. Iwan evidences that he has a high spirit indirectly. He tries to get something that he wants. It is written that his little boat went far. It is the one way to make him happy, even to be grateful for what the Lord had been given to him. His outlook like this makes him being an adult. Iwan can be thankful for what God has been provided for him. It rarely does even realized by the children at his age.

From the explained above, it can be concluded, in the adolescence stage, the character of Iwan Setyawan undergoes all the parts well. Iwan suffers from an identity disorder and a positive identity. Both can be experienced by Iwan simultaneously, Iwan's behavior causes it does not to dominate in each section, which means it does not be dominant to identity disorder or dominant to positive identity. Both run in balance. It can be seen or measured by Iwan's behavior, which both show as undeviating behavior. For example, his loner character and being ambitious toward the lesson.

Nevertheless, Iwan does not feel isolated and withdrawn from his surroundings. Likewise, the behavior that is showed by Iwan when he finds the hope that he will attain in the future does not Iwan to become a prideful, stubborn figure. Both elements, positive identity and disorder identity, walk-in balance, and show Iwan's maturity to think and view things. Both eventually provide balance to

Iwan's personality. That balance eventually grows fidelity or virtue of Iwan's personality. So he grows into an adult figure.

Identity which was found in the character of Iwan was when he entered senior high school. In senior high school, Iwan began to find himself and he began to associate with his peers. although he still felt unequal, he tried to open himself up until finally, Iwan had some friends. Furthermore, the identity found in the character of Iwan was when he entered the college. He carried on his life to Bogor and tried to get out of his comfort zone. There is no role confusion in the character of Iwan because he did not lack guidance. Nor did Iwan experience rejection from his surroundings, especially during senior high school and college.

6. Intimacy vs Isolation (20-30 years old)

The final stage in this research is early adulthood. At this stage, Iwan has been turned 22 years old and has been working in one company in Jakarta before moving to New York. It is also one of the most critical stages, among other developments. Someone is already stated to be an adult after going through this stage. This is happening on Iwan. He has been determined what his life will be like. It can be seen as follows.

> *"At the multinational company, I began to see the world outside. I started to interact with colleagues from abroad, such as Malaysia, Hong Kong, and Singapore. I would speak to them in English, while practicing my fluency, and I would learn how to write good emails and how to communicate by phone. "This is Iwan! How are you doing today?" I learned from the emails that that Mbak Yanti sent out, and I also learned from the emails that were sent out by staff in the Client Service department who would sometimes insert a slang language in their emails. "Whazzup, bro!" Every week, my proficiency in English got better and better." (Setyawan, p.172).*

The passage on the top shows that Iwan had been going through the process of seeking identity. The stage of early adulthood is experienced by the individual who is about 20-30 years old. At this time, the ties with the peer groups or society begin to loosen. The individual begins to be selective in the development of intimate relations, with only certain people who agree. This is like Iwan, upon entering the workforce; indirectly, he changes his pattern of friendships to become more familiar than ever. It can be seen when Iwan gets a job in one of the companies in Jakarta for the first time.

> *"A friend from the same department (Data Processing and MIS) greeted me warmly. But was so stiff and distant. Pak Juliar, Mbak Nora, Mbak Istu, Mas Dindin, Mas Yanuar, Mas Rishad, Mas Bowo, and Mas Ridwan, most of whom hailed from Jakarta, looked so close with one another. we would always go out to lunch together, except Mbak Nora who always brought her own lunch. we would sometimes have lunch at wendy's in the next building, or at a food stall Sate Setengah Lima behind the World Trade Center building. From lunch, to discussions that were serious, funny, smart, and sometimes obscene in nature, I started to get to know them one by one. we began to develop a bond. we became more than just colleagues." (Setyawan, p.163).*

From the quote above, there is a maturation experienced by Iwan. Iwan is not a loner anymore. He has even begun to understand how to interact with new people. Early adulthood is a very feared period or a scary period. Admittedly, the closer you get to old age, the first adulthood period increasingly feels more frightening seen from all human life (Hurlock, 1980: 320). So, at this stage, the impulse arose to form intimate relationships with certain people and not familiar or distant from others.

After two years, he worked at Nielsen. He decides to look for new opportunities. After a few months Iwan moved to a new job, he got an email from Mba Ati (his manager at Nielsen). The contents of the massage were very shocking. It can be seen below.

"Yes, the email that said "Ati is looking for you!" greeted me that afternoon and my life would never be the same again. Mbak Nurati Sinaga was Mas Fidi's manager at the Department of Customized Research. I only knew her in the first months of my job at Nielsen Jakarta. Just as it was with Mas Fidi, Mbak Ati also graduated from a university in the United States and I had always been hesitant to hang out with these foreign graduates. I only communicated with them about work, to give them the best and be the best colleague for them. I didn't really know Mbak Ati personally, but I had heard a lot about her accomplishments. Mbak Ati is a great inspiration in my eyes." (Setyawan, p.180).

From the quote above it can be seen that Iwan can be trusted properly. Moreover, his capability in terms of work was very good. According to Erickson (2010), at this stage, young adulthood will learn how to interact with others in more depth. Inability to give strong social bonds will create a sense of loneliness. Erickson also explains that a vast social environment forces the child to develop the techniques and methods of interacting effectively and efficiently.

Because of Mbak Ati, finally Iwan can get a job at Nielsen International in New York. Furthermore, Mbak Ati also kindly gave a free place to stay to Iwan for a few months, as in the following quote below.

"There aren't too many items in the studio. There is a tiny fireplace that generates enough warmth for one person in the coldness of winter. And as for furnishings—I only have two dressers made out of wood which are about half a meter tall; and a wooden table where I eat and work. All of these belonged to Mbak Ati—and they were all constructed in Indonesia, shipped to New York when she moved here years ago. We used to work at the same office. During the first three months of my stay in New York, I lived in the living room of her apartment for free. And three months later, Mbak Ati left New York. I bought all of her furniture." (Setyawan, p.12).

From the passage above it can be seen that Mbak Ati had a good heart. She cared so much about Iwan. She also considered Iwan is not like a stranger. This made Iwan felt comfortable when being by her side. Besides his relationship with his colleagues, Iwan also had a relationship with a woman. It can be seen below.

"Let us call Kalista. we met via Facebook about a year ago. From her photo albums, I discovered beauty. Not only from her face, but also the reflection of her soul, through the cities she had visited. She is very well-travelled, I thought. She visited small towns in

Southeast Asia and Europe. She took photos in Kathmandu or on the Himalaya which attracted my intention. There aren't many people from Jakarta who would go to these places. There were other photograps of her partying in Jakarta, but there were more photos of her with her family and children. A little good sign, I thought. From some of the status she wrote on her own wall, there was something about her that intrigued me. I thought of her often. And after corresponding through several emails; the small leaf continued to grow inside my heart." (Setyawan, p.155).

The paragraph above can be seen that Iwan had an interest in Kalista. Kalista is a beautiful woman who has a hobby of traveling. According to Erickson (2010), there is a desire to achieve closeness with others and try to avoid being alone. It is shown by a special relationship with another person that is called "love", to show and achieve closeness to one another. . Love is not meant only by a lover, but rather a universal love (such as family, friends, brothers, or sisters, and so on). Iwan's heart blossomed indirectly. He looked impatient to meet Kalista soon. His heart was pounding for the first time. It can be seen as follows.

"Gosh, look at you! I am so happy to finally meet you here!" I couldn't conceal my happiness. She was enjoying a cup of latte and she didn't seem tired at all on her second visit to New York. That night w had dinner at one of my favorite Thai restaurants on Bleecker Street, only four blocks away from my apartment. Our conversation was flowing nicely as if we had known each other for many years." (Setyawan, p.156).

From the quotation above it can be showed that Iwan did not look awkward when he met Kalista. Even though it was his first date. But Iwan already seemed to have known her a long time. This builds him a sense of identity. In this period, the individual is motivated to be a success through social development. In this process, the intimacy of the individual form in the process of creating an identity. If the intimacy does not develop, the individual will experience isolation. This is what forms an unhealthy of love and be unable to do individual social

relationships. Otherwise, if intimacy develops, then the individual will experience intimacy, which produces a healthy love.

As is the case with Iwan, he and Kalista become close friends. They can be able to talk casually with each other. Until she dissolved in Iwan's mind. It can be seen as follows.

> *"I love autumn in Central Park. I went there three years ago. It was so beautiful." Her eyes pierced into mine. Some of you might know how it feels when eyes talk to you. A piece of black scarf covered her white neck. The light on her face made my heart flutter. We talked for almost three hours about her travelling experiences, family, work, favorite food, fashion, books and environmental issues." (Setyawan, p.156).*

At this stage, intimacy and isolation have to be balanced to bring out the positive values, namely love. As the quotation above, Iwan felt close and comfortable in the presence of Kalista. He is also able to build chemistry properly. That gives rise to affection or love. It can be explained below.

> *"She stayed for eight days in New York City; six of which she spent visiting Central Park with me. Sometimes we would go there early in the morning when the park is at its most desolate—save for the sounds of birds chirping merrily; and at other times we would go in the afternoon, waiting for the color of autumn foliage to capture the sunset. For eight days, through the streets of New York, she made my heart flutter. Though we never said the word "love"; I could feel it with every leaf that was falling along The Mall Central Park." (Setyawan, p.158).*

Though there was never a word of "love" between Iwan and Kalista. But, they were able to feel that feeling. Iwan sensed that he was fell in love with a woman for the first time. Even though it has never happened before. According to Erickson, love means the ability to put all forms of difference and arrogance aside through a sense of mutual need. Through this sense of mutual need, they can make a closeness. At this time the individual faces the development assignment of intimate relations with others. Erickson describes intimacy as self-discovery to others without losing yourself.

The passages above show that Iwan sustains intimacy. Once he finds the right someone, he can overcome his crisis. At this phase, someone already commits to having a relationship with another person. He has begun to be selective to build an intimate relationship. The success in getting through this stage is certainly not independent of the previous stages. Accordingly, the tendency between intimacy and isolation has to be balanced. In the context of Erickson's theory, love means putting all the differences and haughtiness aside through a sense of mutual need.

After a while Iwan began a relationship with Kalista, it is time that Kalista continued her adventure, leaving New York and Iwan. The quotations can be seen as follows.

> *"Thank you for visiting me. You have no idea how happy I have been. I will miss you." (Setyawan, p.159).*
>
> *"Several months later, I went back home to Indonesia for a vacation and had hoped to run into Kalista. But I didn't get to see her." (Setyawan, p.159).*

From the passage above can be seen that Iwan was fell in love with Kalista. Even though he did not say I love you to her. After the first met in New York, Iwan never saw Kalista Anymore.

The intimacy found in the character of Iwan is when he was worked in Jakarta after he graduated from university. Iwan began to see the world outside. Furthermore, he also enjoyed a brief relationship with a woman he knew via Facebook. Meanwhile, the isolation was at the time Kalista parted from Iwan at the airport. It was the first and the last time Iwan met Kalista. Iwan had to stay in New York, while Kalista had to go back to Indonesia. From that moment, they never met anymore.

B. The Development of Personality Influenced by the Environment

According to Yusuf (2011: 19) broadly speaking, there are two main factors that influence personality development, namely heredity factors (genetics) and environmental factors (environment). In this study, the researcher will focus on personality development which is influenced by the environment. According to Yusuf (2011) the environmental factors that influence personality include family, culture and school.

1. Family

Family atmosphere is very important for the development of a child's personality. A child who is raised in a harmonious and religious family environment, the child tends to be positive, healthy (well adjustment). While children who are developed in a broken home family environment, less harmonious, people who are hard on children, or do not pay attention to religious values, then their personality development tends to be distorted or experience interference in their adjustment (maladjustment). Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"She taught us the importance of taking good care of ourselves by eating nutritious food. At our house, Ibu is the only person who knows best what the family needs. She knew how many litres of rice she needed to cook for the whole family for the entire day, when we need to eat meat, chicken or tempe." (Setyawan, p. 36-37).*

From the data above, researcher can see that Iwan's mother always provides good nutrition. Even though they live simply, the mother is able to manage how to provide adequate nutrition for her children. From this data, researcher can see that Iwan is accustomed to a healthy lifestyle that is supported by his mother. The role

of the family is very important in the formation of children's character. This is in accordance with Kartono's statement (1995),The family environment includes the smallest social unit that provides the primary foundation for a child's development, therefore the good or bad structure of the family and the surrounding community has a good or bad influence on the growth of the child's personality (Kartono, 1995: 16).

> *"Was relieved when I heard my mother's voice on the phone, she was givinng me sound advice from aacross the line, he warm and honest spirit kept me company. I always ended the conversation with tears, in a phone both at Mal Internusa." (Setyawan, p 103).*

From the evidence above, researcher can understand that Iwan's mother always gives advice wherever Iwan is. Even though Iwan is already successful and has an established job, his mother still gives him advice. This made iwan touched and became a stronger child

> *"I told my mother that if I failed here, I would work and safe the money to return everything that my parents and sisters had spent to get here. "why don't you give it you best shot first, study hard, don't be afraid" – was a simple and wise advise from Ibu to convince me that going through a process means to do the things I need to do know, right now, through hardwork a fearlessness." (Setyawan, p 108).*

The data above explains that his mother always supports Iwan to get what he dreams of. Iwann had actually given up on failing to get into the university he wanted. He feels he doesn't want to bother his parents anymore and wants to work to provide for his family. But his mother still supports him to continue to study hard. In order to get into the other best universities.

> *"Because of this, I felt motiveted to study even harder. When I got home from school, I would do my homework first. That I would have lunch and take a nap. My sisters did the same things; they were the ones who open the way for me. We did this ritual as if it had been implanted in our psyche; though our parents had never any specific rools when it came to studiying." (Setyawan, p 69).*

The data above explains that Iwan prioritizes learning over other things. Not only Iwan, but also all of his older sisters and younger sisters. Indeed, since childhood Iwan feels in an environment that always prioritizes learning over other things. So it will become a habit until old age.

This is proof that the role of the family is very important for a person. Because a family with a good environment will shape the character of a good child as well. The family has a very important role in the development of the child's personality which is influenced by several factors, so that the interaction between parents and children takes place appropriately (Hawari, 1993: 31).

> *"Because we grew up almost without any toys, my sisters and I would spend most of our time reading our school text books. Ever since we were little, we had always been good at studiying tought it wasn't easy to it at home." (Setyawan, p 34).*

The data above explains that Iwan and his brother and sister are not used to playing like children in general because Iwan and his brother and sister are used to reading textbooks. This he did without compulsion. He enjoys what he does because his family environment does too. According to Sjarkawi (2008), a factor that can affect a person's personality in his life is his environment. someone starting from the smallest environment, namely family, friends, neighbors, to the influence of various audiovisual media such as TV, VCD, internet, or print media such as newspapers, magazines and so on.

2. Culture

According to Koentjaraningrat (1990), culture contains seven elements, namely: language, technological system, economic system, social organization,

knowledge system, religion and art. Thus, seen from the form and content, culture is basically an order that regulates the life of a society. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"When it was time to celebrate the Eid, Ibu would do everything she could to buy us new clothing items. These were thing she would spend the most on each year; and she wouldn't settel for anything less than the best for her children. Once, my mother was only able to buy me my new st of clothes after we did our morning prayer on the day of the Eid; it was late because she had just managed to secure a loan." (Setyawan, p 37-38).*

From the data above, researcher can see that there are traditions carried out by Indonesians, including Iwan's family. That is buying new clothes for Eid.. Because basically, Eid is a day in which those who have fasted are holy again like babies, because their sins are forgiven. But unfortunately today many people misinterpret this. Once again, celebrating the arrival of Eid is a good thing, but that doesn't mean you have to wear new clothes. Culture with various kinds of each will shape, strengthen and change attitudes and behavior both individually and socially in the cultural environment concerned. For example, through education, teachers as implementers of formal education function as intermediaries in a process of cultural inheritance (Syamaun, 2019).

3. School

a. Class emotional climate

Classes with a healthy emotional climate (teachers are friendly and respectful towards students and the same applies to fellow students) have a positive impact on children's psychological development, such as feeling comfortable, happy, willing to work together, motivated to learn, and willing to obey the rules. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"Being part of the theatrical community was one of the most life-changing experiences I have ever had. Aside from teaching us how to becaame great actors, Mas Yani also oppened our windows and threw our dreaam out int the great ocean. He insipred us, he told us of his experience working with Teguh Karrya and other renoowned figures in Jakarta." (Setyawan, p 81).*

The data above explains that Mas Yani is a tutor in extracurricular theater at Iwan's school. Iwan is very interested in this extracurricular. Mas Yani is a very inspiring person so Iwan with Mas Iwan's experiences are very amazing. This is proof that Classes with a healthy emotional climate (teachers are friendly and respectful towards students and the same applies to fellow students) have a positive impact on children's psychological development, such as feeling comfortable, happy, willing to work together, motivated to learn, and willing to obey the rules (Yusuf, 2009).

b. Teacher's attitude and behavior

The attitude of the teacher's behavior, directly affects the students' self-concept, through their attitudes towards academic tasks (seriousness in teaching), discipline in obeying school rules, and attention to students. Indirectly, the influence of the teacher is related to his efforts to help students in developing their social adjustment skills. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"Being part of the theatrical community was one of the most life-changing experiences I have ever had. Aside from teaching us how to became great actors, Mas Yani also oppened our windows and threw our dream out into the great ocean. He inspired us, he told us of his experience working with Teguh Karrya and other renowned figures in Jakarta." (Setyawan, p. 81).*

From the data above, researcher can see that Mas Yani, as a theater tutor at Iwan's school, is very passionate about learning theater because Mas Yani really inspired him. With Mas Yani's extraordinary experiences, this can influence

Iwan's character to be more enthusiastic in studying theater. In addition, the teacher's attention, the size of the class and the method or learning model applied to children (Gerungan, 2004) are also factors that influence children's development, according to the results of Jackson and Hetzer's research.

c. Discipline

Authoritarian discipline tends to develop students' personal traits that are tense, anxious and antagonistic. Discipline that is permissive, tends to form students who are less responsible, less respecting authority, and egocentric. While democratic disciplines tend to develop feelings of worth, feel happy, feelings of calm, and a cooperative attitude (Yusif, 2009). Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"Though he was very busy, Mr Andi had never stopped visiting the library to speak with his students about our thesis, and to read our drafts. He recomended importannt books to me and imparted his soul to me. I am proud and thankful that someone as great as Mr. Andi has become a part of my life. Like the stretch of rice paddies that meet the edges of the ocean in Bali, I saw beauty and majesty in Mr. Andi."* (Setyawan, p. 147d).

From the data above, researcher can see that Iwan's lecturer, namely Mr. Andi is a disciplined person. Even though Mr. Andi is very busy, but he still makes time to guide his students in doing their final assignments. In addition, Mr. Andi also gave Iwan advice and sources of books he should read. This made Iwan very enthusiastic in doing the final project. This thing according to Yusuf (2009), Authoritarian discipline tends to develop students' personal traits that are tense, anxious and antagonistic. Discipline that is permissive, tends to form students who are less responsible, less respecting authority, and egocentric. While

democratic disciplines tend to develop feelings of worth, feel happy, feelings of calm, and a cooperative attitude.

> *"There were several perrformances that Mas Yani produced while I was in Senior High School; and I learned a lot about the work ethic in theatre because of them, such as; hard work, dicipline and patience. It wasn't easy working with Mas Yani, because he had always demanded perfection." (Setyawan, p 81).*

From the data above, researcher can see that Mas Yani, Iwan's theater tutor at Senior High School, teaches Iwan many things. One of them is about discipline. Because Mas Yani is a perfectionist so he always does things on time. Discipline is very important for students, discipline is not only carried out and on the road only because of a rule and policy that must be obeyed in accordance with the rules, but discipline is carried out because of self-awareness to increase a high level of success.

d. Learning achievement

Student achievement can be interpreted as the peak of learning outcomes that can reflect the results of student learning success against the learning objectives that have been set. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"More than just singing, I had also represented my school at a poetry reading competition – where I had also won. And at school I manage to maintain my academic excelence. I remained in the top three list of most successful students all the way from the first tp sixth grade. I had also competed at a school competition aired by TVRI Surabaya." (Setyawan, p 70).*

From the data above, researcher can see that Iwan has many achievements. In addition to academic achievements, Iwan also has other achievements, namely in the field of singing and in the field of reading poetry. This makes Iwan a more confident person. This is according to Santrok (2007: 148) along with the spread

of adulthood and adulthood, achievement plays a more important role in development, work becomes a major aspect of life, and the role of career also becomes bigger.

> *"Aside from my academic excellence, it turned out that I also a hidden talent. Something I had a only discovered when my music teacher asked me to in front of the classroom. She said I had a good voice. Bu Sun, my music teacher, then trained me tp sing better and sent me to represent the school at several singing competitions. Once, I won a solo singing competition in Batu. I became actively involved in a choir group, which had often won at the regional competitions." (Setyawan, p 70).*

From the data above, researcher know that Iwan has a hidden talent, namely he has a talent in singing. She won a singing competition. Then Bu Sum, Iwan's music teacher invited Iwan to join the choir at his Senior High School. This made Iwan a more confident person.

The two data above are in accordance with the opinion Santrok (2007: 148) along with the spread of adulthood and growing up, achievement plays a more important role in development, work becomes the main aspect of life, and the role of career also becomes bigger.

e. Peer acceptance

According to Sarwono (2001), this is in line with the increasing interest of individuals in friendship and participation in groups. Peer groups also become a learning community where roles and social standards are formed related to work and achievement. Here is a description of the main character in Iwan Setyawan's 9 Summers 10 Autumns.

> *"On this middle of Saturday afternoon, in the middle of autumn, after finishing my yoga class at 4 o'clock, I spare some time to read Dostoevsky's Crime and Punishment at Think Cooffee, University Place. Reding is my hobby since I met mynew bestfriends who introduced me to the beuty of literature: Roby Muhamad and Tika Sukarna." (Setyawan, p.65).*

From the data above, researcher can see that Iwan has a friend who advised him on something good, namely literature. A good friend will affect the development of a person's personality. According to Simarata (2018), If the social environment facilitates or provides opportunities for adolescents positively, adolescents will achieve mature social development. And if the social environment provides negative opportunities for adolescents, then the social development of adolescents will be hampered. Environmental influence begins with association with friends.

> *"Teguh was a quite boy, but he was tougher than I was; he had never burst into tears the way I did. He would patiently accompany me to the phone booth late in the night, past nine o;clock; because that was the time when we would get a discount rate." (Setyawan, p.103).*

From the data above, researcher can see that Teguh is a good friend to Iwan, because he wants to accompany Iwan when Iwan is crying on the phone with his mother. Teguh is a quiet boy but he is a good friend. This makes Iwan a valuable person. This will have a positive influence on the development of one's personality, according to Yusuf's (2009) statement, someone who is accepted by his friends, he will develop a positive attitude towards himself, and also others. He felt that he was a valuable person.

From some of the evidence in the form of the data above, it can be concluded that Iwan is always in a good environment. Starting from his family, where his mother always supports and gives good advice to Iwan. Its culture also has a positive influence on Iwan. Also at school, he has inspiring teachers, patient and loyal friends, and disciplined and wise lecturers. these things made Iwan a good person as evidenced by the many achievements and achievements that Iwan had

during his life. This is in accordance with Zahroh's statement (2020), the social environment has a very significant role in the development of children, especially in the formation of children's character. Both the family environment, school, peers, social community and physical environment. All aspects of this environment are an inseparable unit, they must support each other in creating conducive conditions in growing children's character. So, the character that is formed is from the good potentials in the child.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter will give a conclusion from what has been examined in the previous chapter. Furthermore, the researcher also suggests to the readers or the other researchers related to this study.

A. Conclusion

Based on the analysis, the stage of psychosocial development and intrinsic elements in the main character of Iwan Setyawan follows.

The psychosocial development of the main character is divided into six stages. First is trust versus mistrust, the trust fund in the main character of Iwan is the warmth of affection that comes from his mother and his sisters and the mistrust is the fear of the world outside. Second is autonomy versus shame and doubt, the autonomy found in the character of Iwan is the trust that comes from his mother and sisters, meanwhile, shame and doubt are unconfident to socialize in his surroundings. Third is initiative versus guilt, the initiative which found in the main character of Iwan is when he preferred to help his mother in the kitchen and play with his sisters than playing outside and the guilty did not find because there is no bad attitude or behavior that was happening to Iwan. Forth is industry versus inferiority, industry which found in the character of Iwan Setyawan is he was able to hone his skills like singing, reading poetry and his achievement in academic and the inferiority did not find because of Iwan's growing accomplishment and

not failure. Fifth is identity versus role confusion, the identity found in the character of Iwan is when he was found his identity when he entered senior high school, he began to socialize with his surroundings and role confusion did not find because Iwan did not experience any rejection in him. Sixth is intimacy versus isolation, the intimacy found in the character of Iwan is while he got a job in Jakarta and he was in contact with several of his colleagues, furthermore, he also made a relationship with a woman (namely Kalista) that he knew via Facebook, whereas the isolation which found in the character of iwan was the time of his separation from Kalista and that time Iwan met Kalista for the first and the last time.

Meanwhile, Iwan is always in a good environment. Starting from his family, where his mother always supports and gives good advice to Iwan. Its culture also has a positive influence on Iwan. Also at school, he has inspiring teachers, patient and loyal friends, and disciplined and wise lecturers. these things made Iwan a good person as evidenced by the many achievements that Iwan had during his life.

B. Suggestion

Based on the implications that are obtained after reviewing the psychosocial development of the main character of Iwan Setyawan in Iwan Setyawan's *9 Summers 10 Autumns* suggest. The readers can study the main character of Iwan Setyawan by using a different approach. Literary works become a tool for developing personal qualities and character building for all readers.

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CURRICULUM VITAE

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