

**THE IDEOLOGY IN THE DRAMA *HEDDA GABLER* BY  
HENRIK IBSEN**

**THESIS**

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**FACULTY OF HUMANITIES**

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**THE IDEOLOGY IN THE DRAMA *HEDDA GABLER* BY  
HENRIK IBSEN**

**THESIS**

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Malang, 13 November 2023  
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This to certify that Fiqhi Haditya Nurfaizi thesis entitled *The Ideology In The Drama Hedda Gabler By Henrik Ibsen* has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S).

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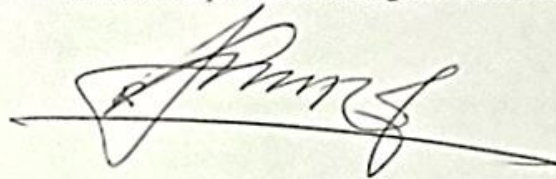
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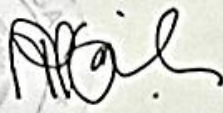
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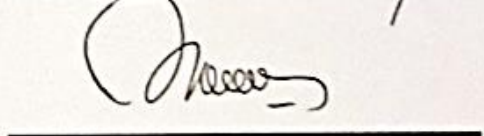
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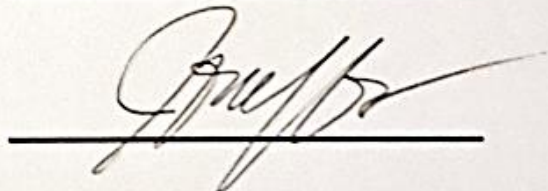
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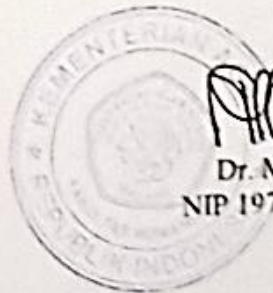
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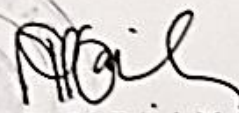


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**MOTTO**

*“Emancipate yourselves from mental slavery, none but  
OURSELVES CAN FREE OUR MIND”*

(Bob Marley)

## **DEDICATION**

It's an honor to dedicate this thesis to:

My beloved family, whose always support me with all opportunities in my academic journey. Your love, struggle and sincerity in supporting me have given me encouragement to be able to complete this chapter of life.

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In the name of Allah, the All-Compassionate, All-Merciful

*Alhamdulillah Robbil 'Alamiin.*

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The researcher's thesis supervisor, as well as the researcher's academic supervisor, Dr. Hj. Istiadah, M.A., who has provided a lot of valuable direction, input, advice and motivation to researcher during the preparation of this thesis.

My beloved parents Mrs. Marfik Nurrohmah & Mr. Hadi Santoso, and also Hadilya Nurhannisa (my beloved sibling) who are the biggest motivation for researcher. I dedicate this thesis to my beloved parents, as a proof of their success in educating researcher (their children) to reach the current phase.

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The researcher realizes that this thesis still has many shortcoming. Therefore, researchers will be happy to accept all criticism and input. Hopefully this input can help researchers and research progress in the future. Researchers also hope that this thesis can provide benefits to the wider community.

Malang, 15 November 2023

The researcher



Fiqhi Haditya Nurfaizi



## Abstract

**Nurfaizi, Fiqhi Haditya** (2023) *The Ideology In The Drama Hedda Gabler By Henrik Ibsen*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Istiadah, M.A.

*Keywords: Ideology, Liberalism, Sociology, Sociology of Author*

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Liberalism is an ideology that emphasizes the importance of individual freedom. This understanding that emerged in the 18th century influenced the development of society through social aspects, and one form of influence of liberalism is when social aspects can influence a writer to consciously express the values of liberalism which focus on individual freedom in the characters. characters in a literary work. This research will explain the values of liberalism and what social factors influence the author's ideology through the author's sociological approach. The object of this research is a drama script entitled *Hedda Gabler* (1890) by Henrik Ibsen which shows the values of liberalism through several of its characters. The aim is to find out what aspects of liberalism are depicted by several characters in the drama *Hedda Gabler* and what social factors influence the author's ideology. Researchers use the sociological theory of authors Warren & Wellek, and the liberalism of John Locke. Then, using the literary criticism method, the researcher found several findings, namely 1.) Liberalism aspects in drama texts *Hedda Gabler* shown through dialogue between characters; 2.) The author's life background which influences the author's ideology is shown through the author's biography and dialogue excerpts in the drama script *Hedda Gabler*. Additionally, aspects of liberalism are depicted by several characters *Hedda Gabler* are natural rights and property rights. Based on the research results, this research can be used as a model for future researchers in finding detailed data about a writer through literary works.

## Abstrak

**Nurfaizi, Fiqhi Haditya** (2023) *Ideologi Liberalisme Dalam Drama Hedda Gabler Karya Henrik Ibsen*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Istiadah, M.A.

*Keywords: Ideologi, Liberalisme, Sociologi, Sociologi Pengarang*

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Liberalisme merupakan paham yang menekankan pentingnya kebebasan individu. Paham yang muncul pada abad ke-18 ini mempengaruhi perkembangan masyarakat melalui aspek-aspek sosial, dan salah satu bentuk pengaruh liberalisme adalah ketika aspek-aspek sosial dapat mempengaruhi seorang penulis untuk secara sadar menuangkan nilai-nilai liberalisme yang fokus pada kebebasan individu dalam karakter-karakter di dalam sebuah karya sastra. Penelitian ini akan menjelaskan nilai-nilai liberalisme dan faktor sosial apa saja yang mempengaruhi ideologi pengarang melalui pendekatan sosiologi pengarang. Objek penelitian ini adalah naskah drama berjudul *Hedda Gabler* (1890) karya Henrik Ibsen yang menunjukkan nilai-nilai liberalisme melalui beberapa karakternya. Tujuannya adalah untuk mengetahui aspek-aspek liberalisme apa saja yang digambarkan beberapa karakter dalam drama *Hedda Gabler* dan faktor-faktor sosial apa saja yang mempengaruhi ideologi penulis. Peneliti menggunakan teori sosiologi pengarang Warren & Wellek, dan liberalisme John Locke. Kemudian dengan menggunakan metode kritik sastra, peneliti menemukan beberapa temuan, yaitu 1.) Liberalisme dalam naskah drama *Hedda Gabler* ditunjukkan melalui dialog antar karakter; 2.) Latar belakang kehidupan penulis yang mempengaruhi ideologi penulis ditunjukkan melalui biografi penulis serta ktipan dialog dalam naskah drama *Hedda Gabler*. Selain itu, aspek-aspek liberalisme yang digambarkan oleh beberapa karakter *Hedda Gabler* adalah hak alamiah dan hak milik. Berdasarkan hasil penelitian, penelitian ini dapat digunakan sebagai model bagi peneliti selanjutnya dalam menemukan data detail mengenai seorang penulis melalui karya sastra.

## مستخلص البحث

نورفايزي، فقهى حديثه (2023) أطروحة جامعية. قسم الأدب الإنجليزي، الأيديولوجيا في الدراما هيدا جابلر لهنريك إيسن  
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الكلمات المفتاحية: الأيديولوجيا، الليبرالية، علم الاجتماع، علم اجتماع المؤلف

الليبرالية هي أيديولوجية تؤكد على أهمية الحرية الفردية. أثر هذا الفهم الذي ظهر في القرن الثامن عشر على تطور المجتمع من خلال الجوانب الاجتماعية، وأحد أشكال تأثير الليبرالية هو عندما يمكن للجوانب الاجتماعية أن تؤثر على الكاتب ليعبر بوعي عن قيم الليبرالية التي تركز على الحرية الفردية في الشخصيات. شخصيات في العمل الأدبي. سيوضح هذا البحث قيم الليبرالية وما هي العوامل الاجتماعية المؤثرة على أيديولوجية المؤلف من خلال منهج المؤلف السوسولوجي. موضوع هذا البحث هو سيناريو درامي بعنوان *Hedda Gabler* (1890) لهنريك إيسن والذي يظهر قيم الليبرالية من خلال العديد من شخصياته. الهدف هو معرفة جوانب الليبرالية التي صورتها عدة شخصيات في الدراما هيدا جابلر وما هي العوامل الاجتماعية التي تؤثر على أيديولوجية المؤلف. يستخدم الباحثون النظرية الاجتماعية للمؤلفين وارن وويلك، والليبرالية لجون لوك. ومن ثم توصلت الباحثة باستخدام منهج النقد الأدبي إلى عدة نتائج أهمها 1. جوانب الليبرالية في النصوص الدرامية هيدا جابلر تظهر من خلال الحوار بين الشخصيات؛ 2. الخلفية الحياتية للمؤلف والتي أثرت على أيديولوجية المؤلف تظهر من خلال السيرة الذاتية للمؤلف ومقتطفات حوارية في السيناريو الدرامي هيدا جابلر. بالإضافة إلى ذلك، تم تصوير جوانب الليبرالية من خلال عدة شخصيات هيدا جابلر هي الحقوق الطبيعية وحقوق الملكية. وبناء على نتائج البحث يمكن استخدام هذا البحث كنموذج للباحثين المستقبليين في العثور على بيانات تفصيلية عن الكاتب من خلال الأعمال الأدبية.

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## CHAPTER I

### INTRODUCTION

The following chapter will explain the background, the problem, the significance of the study, the scope and limitations, and the definition of key terms.

#### **A. Background of Study**

Humans have control over themselves to choose what they believe. Humans have beliefs in values such as honesty, loyalty, security, family, and many more (Butler, 2015). As a human, Henrik Ibsen has a rights to control what he believe including the content of his literary work. Research on literary works in the form of a drama entitled *Hedda Gabler* (1890) studied through a sociological approach to obtain evidence regarding the ideology used by the author through sociological aspects of the author.

Literary work is the result of ideas or thoughts from the author that come from daily activities or even the author experience. The life that exists in a literary work is not real life because it has been processed by adding various aspects to it, both intrinsic and extrinsic aspects by the author such as social, cultural, and background behind the author to produce new life in a literary work.

One of the author whose works reflect the background of the author is Henrik Ibsen. He is a man from Skien, Northern Europe, born March 20, 1828. Henrik Ibsen was born to Marichen Cornelia Martine Ibsen and Johan Andreas Altenburg. Henrik Ibsen is known as a writer especially on realistic drama. One of his works

that reflect his background is the drama *Hedda Gabler* (1890) tells a woman named Hedda who overcome the pressure she experience.

This drama is interesting to study because this work is unique in that some of the characters are pressured by the circumstances around them. The plot is about the girl named Hedda, a girl who is a wife of a scholar named George Tesman. She was trapped in boredom and try to get a freedom. Moreover, in this study, the writer focuses on the drama *Hedda Gabler*, the work of Henrik Ibsen as an object of research. The researcher uses a sociological approach, especially the sociology of the author by Wellek & Warren to analyze the ideology of the author in the drama *Hedda Gabler*.

*Hedda Gabler* (1890) has been studied by several people with different research focuses, such as an article by Xiuyuan and Xiaoyun (2020) entitled '*A Comparative Analysis of Hedda's and Thea's Ways of Appreciating Beauty in Hedda Gabler*' with the finding that Hedda only appreciates beauty on the outside; next is the thesis by Puja Sarkar (2022) entitled '*Identity, Self-Realization And The Embodiment Of Womanhood In Henrik Ibsen's Nora Helmer And Hedda Gabler*' with the finding that Hedda was successful in advocating women's individuality by showing her unique identity in their efforts to liberate herself from the suffocating grasp of patriarchy; next is an article by Wang Zhiyi (2022) entitled '*Angel in the House On the "Demoniac" Temperament of Hedda Gabler*' with the finding that the masculine characteristics possessed by Hedda show how the temperament is 'demoniac'. Some of the studies that have been mentioned previously have similarities in the object of

research, namely the drama *Hedda Gabler* with the results of research generally discussing the character of the character Hedda in the drama.

Moreover, the approach of sociology of the author has been used by several previous researchers. Other studies such as an article by Rochmiyati, Widowati, and Rufaidah (2022) entitled '*Representasi Pengarang dan Ajaran Taman Siswa dalam Novel Ibuk Karya Iwan Setyawan*' with the finding that Iwan Setyawan's social background influences the character development in the novel *Ibuk*; next is an article by Yahya Basit Abrori (2020) entitled '*Kajian Sosiologi Pengarang Terhadap Novel Perempuan Bersampur Merah Karya Intan Andaru*' with the finding that the social background of the author regarding the culture in the area is the basis for making the novel *Perempuan Bersampur Merah*; next is an article by Vivi Alviah Nurfadilah (2021) entitled '*Kajian Sosiologi Sastra dalam Novel Cermin Jiwa Karya S. Prasetyo Utomo*' with the finding that the social background of the author who is Javanese greatly influences the novel *Cermin Jiwa* to provide insight to the reader. Some of the studies that have been mentioned previously have similarities to the theory used in this study, namely the sociology of the author with the results of the research discussing the author's background, ideology, main source of income, social status, and social integration.

In addition, Liberalism has also been used as material in previous studies. Article by Henrik Skaug Sætra (2023) entitled '*A Classical Liberal Argument Against Parental Rights*' with its findings that parents have limited authority over children because children who are individuals have the same rights and parents do



not have the right to dominate them; next is an article by Ulfah Nury Batubara, Royhanun Siregar, and Nabilah Siregar (2021) entitled '*Liberalisme John Locke Dan Pengaruhnya Dalam Tatanan Kehidupan*' with their findings that is liberalism which has an impact on politics, economics, and knowledge; next is an article by Wahyuni, Rasna, and Putrayasa (2021) entitled '*Representasi Ideologi Liberalisme Dalam Kumpulan Cerpen LGBT (Lesbian, Gay, Biseks, dan Transgender) Penjara Karya Moch. Satriowelang, dkk*' with their findings the ideology of liberalism cannot always be accepted through the discovery of cases of liberalism that is at odds with the ideology of Pancasila. This shows how liberalism is also a topic worthy of discussion in a study.

So far there are differences with this research, which here only focus on how does Henrik Ibsen liberalism ideology influence his work. The researcher uses sociology of the author and liberalism theory to analysis *Hedda Gabler* (1890) with the focus on sociological aspect of the author. This is done so that researcher can find out the sociological aspect of Henrik Ibsen which influence his work.

## **B. Research Question**

Based on the background that has been described, the researcher formulates two problems, as follows:

1. What is the ideology of the author in the drama *Hedda Gabler*?
2. How does social background influence author's ideology?

### C. The Significance of the Study

The author hopes that this research can be useful for readers in terms of knowledge and information. Theoretically, the researcher hopes this research can be useful for the readers and it can improve the development of literary criticism and expand the study of sociological aspect. Furthermore, practically the researcher hopes that this research can educate the readers to understand more about liberalism and sociology of the author.

### D. Scope and Limitation

This study focus on Henrik Ibsen which is the author of the drama *Hedda Gabler*. The researcher analyze the ideology of the author on the drama *Hedda Gabler* Henrik Ibsen's by applying liberalism by John Locke (1823) and sosiology of the author theory by Wellek & Warren (1977).

### E. Definition of Key Terms

**Sociology of Literature:** The sociological approach in analyzing literary works. This approach used to reveal and prove that literary work, especially a drama based on experiences and observations from one's life.

**Sociology of Author:** The sociological approach in analyzing literary works with a focus on the author. This theory used to answer several aspects such as the social background of the author, the ideology used, the author's economic resources, and the social integrity of the author.

**Ideology:** Based on Wiyatmi (2013), ideology is a set of values, ideas, norms and beliefs are owned by a person or group of society which form the basis for determining attitudes towards the problem they face. Moreover, ideology is a word that evokes strong emotional responses (Freedon, 2003).

**Liberalism:** Liberalism is an ideology that focus on individual freedom. Liberalism emphasize the highly priority that they give individual freedom (Freedon, 2015).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter will explain more about sociology in general, the sociology of literature, the sociology of the author by Warren and Wellek, liberalism by John Locke, and Characterization.

#### **A. Sociology and Literature**

Literature and social life cannot be separated because both are products produced by humans. In literary works, there are many depictions of various kinds of social problems and human nature. Literary works can be seen as attempts to re-create human social life by describing the roles in the family or institution with the conflicts between groups and social classes (Laurenson & Swingewood, 1972). According to Damono (1978), literary works are cultural objects created by people who are closely connected to society. Therefore, a literary work can be called a reflection of human life because of the close relationship between literary works and existing social life.

The sociology of literature is a tool or theoretical approach to assess how behavior relates to humans or social beings to analyze a literary work by looking at the social aspects of people's lives. The sociology of literature is an approach that understands literary works in depth its relationship to reality and social aspect (Wiyatmi, 2005). Social aspects are related to extrinsic and intrinsic elements as a social background in a literary work.

The sociological approach itself focuses on examining human beings in society. Sociology is a scientific and objective study of human beings in society, social institutions, and social processes through the examination of social, religious, economic, and family institutions, which together form something called social structure (Laurenson & Swingewood, 1972). Social structures have some types spread across the world so each individual has different types of social structure according to each culture.

Moreover, a literary work can be analyzed with other instruments. The combination between literature and sociology bring up the sociology of literature. In addition, the sociology of literature approach looks through two sides, namely society and literature. This condition can happen because literary works describe the actual condition of society (Damono, 1978). Thus, literature is a type of writing that reflects the life or condition of a society at a specific time in the form of words.

Wiyatmi (2013) on her book entitled *Sociology of Literature* is divided *Sociology of Literature* into three types, namely: 1.) *Sociology of literary works* which focuses on examining the relationships between literary works and social problems that occur in society; 2.) *Sociology of the author* which focuses on discussing the author as a producer or creator of a literary work; 3.) *The sociology of readers and the social influence of literary works* focuses on the relationship between literary works and readers.

## B. **Sociology of the Author**

The sociology of the author theory can be interpreted as one of the studies of the sociology of literature which focuses on discussing the author as a producer or creator of literary works. Moreover, it is known that the author in making literary works will not be separated from the social conditions that surround him. Bonald (via Laurenson & Swingewood, 1972, p.13) argues that by reading any literary works 'one could tell what this person had been' which refers to the author. Therefore, in discussing sociological theory, the researcher needs data related to the author.

This theory supports research to reveal how the author's background is behind a literary work. Every author is a citizen, he can be studied as a social being. Shows that the author's theory of sociology is not impossible to learn (Wellek & Warren, 1977). Several points are mentioned by Wellek & Warren (1977) regarding the sociology of authors:

### a. Social Background

The author's social background has a stake in the literary work so the social background cannot be separated from the literary works that are author created. The author's social background is related to the origin of the author's social conditions which include the place of residence, the place where he was born, his daily habits, and life experiences. As humans and social creatures, authors will be shaped by society and learn from what is around them (Wiyatmi, 2013).

In discovering the social background of authors, it can be studied not only through their works, but also through their biographies. The author's biography is the main source but can extend to the environment or place where the author lives and comes from, as well as by collecting data about the author's social background, family background, and economic position (Wellek & Warren, 1977). The illustration of social background is explained by Wellek & Warren through the case of authors in the West that the authors of modern European literature were written by the middle class because the aristocratic groups were always looking for time to relax, while the lower classes had little time and very limited opportunities to get an education. From this illustration, it can be seen how the condition of the social background of the author at the time when he started the production process of a literary work can be seen.

#### b. Author's Social Status

Author's social status is related to his position, class, or rank in society. The social status of the author is closely related to the influence of literary work on society. Writers are influenced and influence society: art not only imitates life but also shapes it (Wellek & Warren, 1977). In this context, if the author has a high social status or is considered someone who is respected in his environment, it is not impossible that his work can become a reference for the formation of the public by imitating the lifestyles of figures in the fictional world that exist in his literary works.

In term of social status, the writer with specific social status can depict social case around him. Wellek and Warren (1977, p.101) stated that “statistic can establish that, in modern Europe, literature recruited its practitioners largely from the middle classes, since aristocracy was preoccupied with the pursuit of glory or leisure while the lower classes had little opportunity for education”.

### c. The Author's Economic Resources

The economic source author cannot ensure that his source is always from the results of writing activities because not all authors only rely on income from writing activities but also have income from other jobs. A writer may be an employee or a scientist, a singer, a drummer, or an entertainer (Wellek & Warren, 1977). Illustrates that the economic source of an author does not only come from writing and producing literary works but can come from various other fields.

On the other hand, some of the authors make writing their main job as writers. Wellek & Warren (1977) mentioned that in Germany, a Meistersang is considered the organized specialist in the poetry guilds. They were townspeople who had a job writing poetry, and poetry became a kind of craft. Apart from that, some poets have other sources of income through dirty means, such as blackmailing other people. It can be seen that writing activities can also be a person's main source of income outside of a positive context by selling a work or by blackmailing someone through a literary work.



#### d. The Author's Integrity

Author's integrity can be defined as the author's consistency to maintain his value, ideology, or vision on his literary works. Author's integrity can be distinguished according to the level of their integration into social processes (Wellek & Warren, 1977, p.103). Authors with a high level of integrity will consistent on his value, ideology, or vision although there are changes of values, culture, and social structure around him.

#### e. Author's Ideology

The ideology of the author is a value that author believes. The author is a citizen who has his views on important political and social issues in his era. Therefore, every author has his own ideology which is included in the literary works he produces. Social involvement, attitudes, and ideology of authors can be learned not only from their works but also from biographical documents (Wellek & Warren, 1977).

The ideology of the author often influenced by the culture in the environment. Semi (1985) stated that literature is part of the culture. Shows that the ideology of the author can be influenced by the culture around him when he is producing a literary work (Endraswara, 2011, p. 53). In addition, Endraswara (2011) also mentions that Gramsci views the value of literary works not in the literary work itself, but in the relationship between writers and society, era, and historical conditions in general. It indicates that the author's social integration is also one of the important points in the making of a literary work.

### C. **Ideology**

Ideology is a value or belief that someone believes. Ideology is a word that evokes strong emotional responses (Freeden, 2003, p.1). Moreover, ideology has meaning as a set of values, ideas, norms, beliefs, and beliefs that a person has which forms the basis for determining attitudes (Wiyatmi, 2013). From the previous explanation, it can be seen that ideology is a values, ideas, norms, and beliefs that influence human emotional responses.

In literary works, ideology is often equated with a worldview of ideas, aspirations, and feelings that link together members of a particular social group and oppose them to other social groups (Goldmann, 2013). It happens because literary work is a picture of the ideas and world views written by the author. The authors are citizens who have their own opinions and views on the issues and problems of their time (Wellek & Warren, 1977).

### D. **Liberalism**

Liberalism is a political and social ideology that focuses on freedom. Everyone is given the freedom, protection of human rights, and freedom of expression. This is an indication of ideas aimed at reforming, liberating, and opening possibilities for individuals according to their understanding (Freeden, 2015). It can be said that liberalism calls for space for individual freedom in society.

The development of liberalism began in the 17th centuries in Eastern Europe. In Eastern Europe since the fall of communism in 1989 liberalism has been seen to offer protection from the intrusiveness of states and to provide a sanctuary

within civil society for those fleeing from centralization (Freeden, 2015, p.7). This development was mainly based on the thoughts of John Locke. He is a man from Wrington, England, born August 29, 1632. John Locke was born when a world riven by intense religious and political conflict. John Locke is known as a philosopher whose main political principle is that individual freedom must be respected and protected. Locke argued that liberty and not authoritarian control is the basis for a peaceful and prosperous society (Mack, 2019, p.8).

With the limits of authoritarian control in society, freedom grows within society itself. The state recognizes and prioritizes individual interests above the interests of control and liberating individuals from burdensome obstacles to their freedom and progress (Freeden, 2015). This growth is about individual progress with the drive to improve oneself through freedom.

As one of the philosopher of liberalism, John Locke developed the concepts that became the basis of liberalism. These concepts are:

a. Natural Rights

Natural right is a is universal (acquired by humans from the moment they are born). They have had the right to natural freedom such as right of life, right liberty, and right to property. The state of human nature includes freedom to regulate actions and property according to personal wishes without asking permission or depending on others within the limits of natural law which may not hurt others (Locke, 1823). This point explains

how humans have earned the right since they were born into the world to be free to live their lives without depending on other humans.

However, we should to begin with a crucial moral contention that provides the background of the arguments to explain about natural rights. As Locke (1997) Morality is the rule of man's actions for the attaining of happiness (Mack, 2019, p. 24). The importance of this moral claim as a background is to shows that freedom is not simply concerned with practical considerations or self-interest alone.

#### b. Property Rights

Property rights is a natural human right to own and control something that is processed by individuals through their effort. Locke (1823, p.32) agrues that:

“He that in obedience to this command of God [to improve the earth for the benefit of life], subdued, tilled, and sowed any part of it, thereby annexed to it something that was his property, which another had no title to, nor could without injury take from him”.

In the concept of humans as individuals, property has a broader scope. As Locke (1923) every man has a property in his own person (Mack, 2019, p. 32). The scope of property in natural rights includes things that humans have owned since they were born such as abilities, talents and labour.

#### c. Social Contract

This concept refers to how society is formed voluntarily through the agreement of individuals. God made humans as individuals who have

obligations for needs, comforts, and tendencies to push them into a society that becomes one body through agreement between individuals as a medium in maintaining and protecting individual rights such as the right to life, liberty, and property ownership with everyone ultimately bound by a mutually agreed upon agreement (Locke, 1823). This point explains how human efforts protect individual rights.

#### d. Limited Government

Limited government is an idea in which the government does not have absolute power. Some of the points included in this limited government include 1.) powers that are limited by law designed for the good of society; 2.) separation of powers between the legislature, executive, and federative as a prevention of potential abuse of power (Locke, 1823). This point explains how no one holds absolute power over individuals except themselves.

#### e. Resistance

This resistance is a natural idea when the authorities violate one's natural rights. People or individuals are allowed to rebel when those in power are deemed to have failed to protect their rights (Locke, 1823). This point shows how the rights of the people or individuals are highly respected.

Through these points, it can be seen that liberalism focuses on individual freedom by minimizing coercion for individuals to protect and expand individual freedom.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains the research design, data source, data collection, and data analysis.

#### **A. Research Design**

This research is a literary criticism which can help us to investigate many aspects of literary work. Literary criticism can be defined as the discipline of “interpreting, analyzing, and evaluating” works of literature (Fard, 2016). The researcher analyzes the author's ideology in Henrik Ibsen's *Hedda Gabler* which tells about the characters who oppose society through their unique behavior. The data of the research will be analyzed using the liberalism theory by John Locke (1823) that have five aspects to study the liberalism theory: Natural rights, Private property, Social contract, Limited government, and Resistance; and author's sociological theory by Wellek & Warren (1977) that have are five aspects to study the author's sociology: Social background, Social status, Ideology, Economic resources, and Integrity. It uses a literary sociology approach.

#### **B. Data Source**

The data source of this study is the drama text *Hedda Gabler* by Henrik Ibsen published in 1890 consists of 188 pages and the biography of Henrik Ibsen *The Man and The Mask* by Ivo de Figueiredo published in 2019 consist 694 pages.

### **C. Data Collection**

The data collection procedures in this study are divided into several steps. First, finished reading Hedda Gabler (1890). Next, collecting the data by highlighting, underlining, and making notes. Last, data gathering based on the topic and the theory, including categorizing, selecting, and reducing data.

### **D. Data Analysis**

After collecting data, researchers analyze it through several steps. The first step is to identify the ideology in the drama Hedda Gabler (1890) using the liberalism theory by John Locke (1823). The second step is to identify aspect of sociology of the author using the sociology of the author theory by Wellek & Warren (1977). The last step is to make a conclusion.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter discusses how Liberalism is depicted in the drama texts *Hedda Gabler* (1890) and what sociological factors influenced Henrik Ibsen's ideology. Aspects of Liberalism such as natural rights and private property by John Locke, as well as sociological aspects such as social background, social status, the author's economic resources, the author's social integration, and the ideology contained in the sociological theory of the author Wellek & Warren, will be used in this research. Moreover, how the characterizations of the characters in this drama depict the freedom echoed by Liberalism will all be analyzed through dialogue between the characters.

#### A. The Ideology of the Author in the Drama *Hedda Gabler*

Liberalism is the ideology that focus on the view that the primary principle is that individual freedom is to be respected and prtected. As Collingwood (n.d) begins with that men, do what they will, are free; that a man's acts are his own, spring from his personality, and cannot be coerced (Freedden, 2015, p. 27). Shows that liberalism ideology view the highest priority belonging to the individual and protects each individual freedom in his or her association with others such as some evidence of liberalism ideology in the drama *Hedda Gabler* by Henrik Ibsen.

The researcher finds liberalism aspects such as natural rights with a focus on statements about the natural condition of humans includes the freedom to regulate actions and property according to personal desires without asking permission or depending on other people within the limits of natural law, which



must not harm other people (Locke, 1823) and property rights with a focus on statements about the basis of large ownership where someone will have a right to something if they find or mix something through their own effort and hard work (Locke, 1823) that shown by some of the characters in the drama *Hedda Gabler* by Henrik Ibsen. On the drama, they shows the natural rights and property rights for their individual freedom. This depiction of Liberalism can be seen through the dialogue between the characters in the drama *Hedda Gabler*.

### 1. Natural Rights

As one of liberalism aspects, natural rights concern on the right to natural freedom such as right of life, right liberty, and right to property. As Locke (1980) Man in the state of nature is absolute lord of his own person and possessions, equal to the greatest, and subject to nobody (Mack, 2019, p. 23). It shows that humans have the rights to control themselves without subject to nobody.

The first character that shows natural rights is Mrs. Elvsted. She is one of the essential characters in the drama *Hedda Gabler*. The character, who is the wife of a sheriff, struggles to get her freedom. The following quotation shows that Mrs. Elvsted describes natural rights:

<i>Hedda:</i>	<i>What! Your husband didn't know it!</i>
<i>Mrs. Elvsted:</i>	<i>No, of course not. For that matter, he was away from home himself— he was travelling. Oh, I could bear it no longer, Hedda! I couldn't indeed—so utterly alone as I should have been in future.</i>
<i>Hedda:</i>	<i>Well? And then?</i>
<i>Mrs. Elvsted:</i>	<i>So I put together some of my things—what I needed most—as quietly as possible. And then I left the house. (p.41)</i>

From the quotation above, natural rights can be seen when Mrs. Elvsted leave her house. Mrs. Elvsted's decision to leave her home was a decision she made

that shows her individual freedom. She decided to leave her house without coercion from others as an illustration of her natural rights.

The attitude taken by Mrs. Elvsted because she did not happy with her husband. Mention that Mrs. Elvsted brings the things she needs, showing how she is looking for a new place. The reason why Mrs. Elvsted to go can be known through the quote below:

*Mrs. Elvsted:* *[Irritably.] Yes, that is true, too. Everything about him is repellent to me! We have not a thought in common. We have no single point of sympathy—he and I.*  
*Hedda:* *But is he not fond of you all the same? In his own way?*  
*Mrs. Elvsted:* *Oh I really don't know. I think he regards me simply as a useful property. And then it doesn't cost much to keep me. I am not expensive.*  
 (p.40)

From the quotation above, it can be seen that Mrs. Elvsted left her home because she did not find compatibility with her husband and felt that her husband saw her as useful property. Mrs. Elvsted decision can be seen as a rational pursues because she no longer tolerate the miserable situation. Her decision to leave her house can be seen as a well-considered response to the condition in order to be free from those conditions and pursue her happiness.

Mrs. Elvsted shows another natural rights through her attitude in seeking the freedom. After she made the decision to leave her house, she also decided to never comeback to her house again. It can be known in the quotation above:

*Hedda:* *But what do you think your husband will say when you go home again?*  
*Mrs. Elvsted:* *[At the table, looks at her.] Back to him?*  
*Hedda:* *Of course*  
*Mrs. Elvsted:* *I shall never go back to him again*  
 (p.42)

The quotation above shows that she will not return to her husband, which is proof that Mrs. Elvsted is final. This decision was also made by Mrs. Elvsted personally as evidence of her actions to change the situation by leaving her husband. This can be categorized as an aspect of natural rights shown by Mrs. Elvsted because she proves her efforts to gain individual freedom and achieve happiness through her actions to change the situation.

Another attitudes from Mrs. Elvsted that shows natural rights is when she decided to follow Lovborg. Lovborg is a Mrs. Elvsted's friend, they knew each other when Lovborg was a tutor for her stepson. Mrs. Elvsted that shows natural rights is when she decided to follow Lovborg because she can get her happiness with him. It can be known in the quotation above:

*Hedda:* [After a short silence.] And what are your plans now? What do you think of doing.

*Mrs. Elvsted:* I don't know yet. I only know this, that I must live here, where Eilert Lovborg is—if I am to live at all.

*Hedda:* [Takes a chair from the table, seats herself beside her, and strokes her hands.] My dear Thea—how did this—this friendship—between you and Eilert Lovborg come about?

*Mrs. Elvsted:* Oh it grew up gradually. I gained a sort of influence over him.

*Hedda:* Indeed?

*Mrs. Elvsted:* He gave up his old habits. Not because I asked him to, for I never dared do that. But of course he saw how repulsive they were to me; and so he dropped them.

(p.43)

From the quotation above, it can be seen that the relationship between Mrs. Elvsted and Lovborg is just friendship. Mrs. Elvsted decided to follow where Lovborg went because she got happiness that she didn't get before. It can be known in the quotation above:

*Mrs. Elvsted:* So he says himself, at any rate. And he, on his side, has made A real human being of me—taught me to think, and to understand so many things.

*Hedda:* Did he give you lessons too, then?  
*Mrs. Elvsted:* No, not exactly lessons. But he talked to me—talked about such an infinity of things. And then came the lovely, happy time when I began to share in his work—when he allowed me to help him!  
*Hedda:* Oh he did, did he?  
*Mrs. Elvsted:* Yes! He never wrote anything without my assistance.  
 (p.44)

From the quotation above, it can be seen that Mrs. Elvsted shows the positive feelings and sense of involvement in her friendship with Lovborg, especially in the context of the influence on her intellectual and creative development. This can be categorized as an aspect of natural rights shown by Mrs. Elvsted because she proves her efforts to gain individual freedom through her intellectual and creative development by following Lovborg.

Another Mrs. Elvsted's natural rights can be found through his attitude by freedom to choose something. It can be seen in the quotation below:

*Berta:* That lady, ma'am, that brought some flowers a little while ago, is here again. [Pointing.] The flowers you have in your hand, ma'am.  
*Hedda:* Ah, is she? Well, please show her in.  
*Berta opens the door for Mrs. Elvsted, and goes out herself. — Mrs. Elvsted is a woman of fragile figure, with pretty, soft features. Her eyes are light blue, large, round, and somewhat prominent, with a startled, inquiring expression. Her hair is remarkably light, almost flaxen, and unusually abundant and wavy. She is a couple of years younger than Hedda. She wears a dark visiting dress, tasteful, but not quite in the latest fashion.*  
 (p.26)

From the quotation above, it can be seen that Mrs. Elvsted has her own preferences regarding the way she dresses. This can be categorized as an aspect of natural rights shown by Mrs. Elvsted because she proves her efforts to gain individual freedom through the personal choices regarding her clothes. She did not

follow the current trends and freely expressed herself through appearance according to personal preferences.

Besides Mrs. Elvsted, another character that shows natural rights is Lovborg. Lovborg is a writer who is returning to work after a slump; he is also an old friend of Hedda Gabler and a tutor of Mrs. Elvsted's stepson. Lovborg is seen as representing natural rights through several moments in the drama.

After news that Lovborg had returned to the city, Tesman and judge Brack talking about his new book. Lovborg's natural rights can be found through conversation between Tesman and judge Brack. It can be known through the quotation below:

*Brack: Your old friend, Eilert Lovborg, has returned to town.*  
*Tesman: I know that already.*  
 (p.50)  
*Tesman: And fancy—I'm delighted to hear that he is quite a reformed character.*  
*Brack: So they say.*  
*Tesman: And then he has published a new book—eh?*  
*Brack: Yes, indeed he has.*  
*Tesman: And I hear it has made some sensation!*  
*Brack: Quite an unusual sensation.*  
 (p.51)

From the quotation above, it can be seen that Tesman and judge Brack talking about Lovborg's new book. Tesman considers Lovborg to have changed and developed through the release of his latest book. Lovborg, as an individual, has the right to choose his own path in life. The changes that occurred to Lovborg also became the way of life that Lovborg chose. This can be categorized as an aspect of natural rights shown by Lovborg because he proves his efforts reflects the idea of individual freedom to change and develop over time.

Another moment where Lovborg shows the natural rights aspect is when he takes his chance when he comes back after the moment of downfall. It can be known by the quotation below:

*Brack:* *But it has been very much praised, I hear.*  
*Lovborg:* *That was what I wanted; so I put nothing into the book but what every one would agree with.*  
*Brack:* *Very wise of you.*  
*Tesman:* *Well but, my dear Eilert—- !*  
*Lovborg:* *For now I mean to win myself a position again—to make a fresh start.*  
*Tesman:* *[A little embarrassed.] Ah, that is what you wish to do? Eh?*  
 (p.85)  
*Lovborg:* *[Smiling, lays down his hat, and draws a packet wrapped in paper, from his coat pocket.] But when this one appears, George Tesman, you will have to read it. For this is the real book—the book I have put my true self into*  
 (p.86)

From the quotation above, it can be seen that Lovborg stated his intention to take back his position and start a new journey. His intention to start a new journey depict his natural rights that he has a chance to achieve a better life. His new book is also a medium for expressing himself authentically. As an individual, Lovborg certainly has the opportunity to become a better person. The changes of Lovborg through he maximized the opportunities he had to bounce back can be categorized as an aspect of natural rights because he proves the natural rights through the search for a better life and freedom of expression.

Besides the freedom to have an opportunities and expression, Lovborg also shows his natural rights by choose a job. It can be known by the quotation below:

*Tesman:* *They told me at the bookseller's that you are going to deliver a course of lectures this autumn.*  
*Lovborg:* *That is my intention. I hope you won't take it ill, Tesman.*  
*Tesman:* *Oh no, not in the least! But—- ?*  
*Lovborg:* *I can quite understand that it must be very disagreeable to you.*  
*Tesman:* *[Cast down.] Oh, I can't expect you, out of consideration for me, to—-*

*Lovborg:* *But I shall wait till you have received your appointment.*  
*Tesman:* *Will you wait? Yes but—yes but—are you not going to compete with me? Eh?*  
*Lovborg:* *No; it is only the moral victory I care for.*  
 (p.90)

From the quotation above, it can be seen that Lovborg has freedom to get a job. He intends to give a series of lectures in the autumn. As we know on the previous quotation that Lovborg after release his new book as the writer and he would to give a series of lectures in the autumn. This can be categorized as an aspect of natural rights shown by Lovborg because he proves the natural rights through the opportunities to get a job.

Another Lovborg's natural rights can be found through his attitude by freedom to choose something. It can be seen in the quotation below:

*Hedda:* *[Pointing towards the room.] Will you not take a glass of cold punch, gentlemen?*  
*Brack:* *[Looking at his watch.] A stirrup- cup? Yes, it wouldn't come amiss.*  
*Tesman:* *A capital idea, Hedda! Just the thing! Now that the weight has been taken off my mind—*  
*Hedda:* *Will you not join them, Mr. Lovborg?*  
 (p.91)  
*Lovborg:* *[With a gesture of refusal.] No, thank you. Nothing for me*  
*Brack:* *Why bless me—cold punch is surely not poison.*  
*Lovborg:* *Perhaps not for everyone.*  
 (p.92)

From the quotation above, it can be seen that Lovborg refuse Hedda's offer of a cold punch. This attitude shows that Lovborg has a freedom to make personal choices, including choices that related to simple actions such as accepting or refusing a drink. It also can be categorized as an aspect of natural rights shown by Lovborg because he proves the natural rights through the personal choices that he makes.

The next character that shows natural rights is Hedda Gabler, the main character in the drama. She shows her natural rights through the rejection of her husband. It can be seen through the quote below:

*Hedda:* When you call this afternoon, you might invite her to spend the evening here.

*Tesman:* Yes, that I will. And there's one thing more you could do that would delight her heart.

*Hedda:* What is it?

*Tesman:* If you could only prevail on yourself to say *du*(3) to her. For my sake, Hedda? Eh?  
(p.23)

*Hedda:* No, no, Tesman—you really mustn't ask that of me. I have told you so already. I shall try to call her "Aunt"; and you must be satisfied with that.  
(p.24)

From the quotation above, it can be seen that Hedda rejects her husband's request. This attitude shows that Hedda have a freedom of speech and make personal choices. It also can be categorized as an aspect of natural rights shown by Hedda because she proves the natural rights through the freedom of speech and personal choices that she makes.

Her refusal of her husband's request to use "du" as a nickname for her aunt shows her freedom to express her opinion. This shows Hedda's natural rights to state language preference and decide how she wants to speak. And her refusal of her husband's request to use "du" as a nickname for her aunt shows her natural rights to preserve her individual freedom and determine how she interacts with others.

Another Hedda's natural rights can be found through his attitude by freedom to choose something. It can be seen in the quotation below:

*Hedda:* Oh, reasons—- [Watching him closely.] And George Tesman—after all, you must admit that he is correctness itself.

*Brack:* His correctness and respectability are beyond all question.



*Hedda:* And I don't see anything absolutely ridiculous about him.—Do you?  
*Brack:* Ridiculous? N—no—I shouldn't exactly say so—  
*Hedda:* Well—and his powers of research, at all events, are untiring.—I see no reason why he should not one day come to the front, after all.  
*Brack:* [Looks at her hesitatingly.] I thought that you, like every one else, expected him to attain the highest distinction. (p.67)

From the quotation above, it can be seen that Hedda stated about Tesman's potential to achieve success in his research. She shows a respect for her husband to pursue their life and career choices. It also can be categorized as an aspect of natural rights shown by Hedda because she proves the natural rights through the freedom of personal choices that she makes.

Hedda shows the natural rights aspect in her decision to support her husband in conducting research because this was his husband's life choice. In this case, it can be seen that Hedda supports her husband to have the opportunity to further upgrade and develop.

The next Hedda's natural rights can be found through his attitude by freedom to choose something. She stated unwillingness to see the suffering and death. It can be seen in the quotation below:

*Tesman:* It's from Aunt Julia! What can it be? [He lays the packet on the other footstool, opens the letter, runs his eye through it, and jumps up.] Oh, Hedda—she says that poor Aunt Rina is dying!  
*Hedda:* Well, we were prepared for that.  
*Tesman:* And that if I want to see her again, I must make haste. I'll run in to them at once.  
*Hedda:* [Suppressing a smile.] Will you run?  
*Tesman:* Oh, my dearest Hedda—if you could only make up your mind to come with me! Just think!  
*Hedda:* [Rises and says wearily, repelling the idea.] No, no don't ask me. I will not look upon sickness and death. I loathe all sorts of ugliness.  
 (p.131)

Hedda refuses to go to Aunt Julia's house with her husband to visit Aunt Rina. She did not want to go because she did not want to look at suffering and death. This attitude shows that Hedda has a freedom to make personal choices, including to choose to avoid experiences that she perceived as ugliness. It also can be categorized as an aspect of natural rights shown by Hedda because she proves the natural rights through the freedom of personal choices that she makes.

The rejection presented by Hedda can be seen as a form of one aspect of natural rights through strengthening her happiness by not seeing and feeling sadness and her freedom to make decisions according to her preferences. Morally, this is normal because Hedda has the right to refuse anything that disturbed her comfort and showed that she did not have to follow her husband's invitation to go somewhere she didn't want to go.

## 2. Property Rights

The next aspect of liberalism is private property rights which concern on natural human right to own and control something that is processed by individuals through their effort. Locke (1823, p.32) argues that:

“He that in obedience to this command of God [to improve the earth for the benefit of life], subdued, tilled, and sowed any part of it, thereby annexed to it something that was his property, which another had no title to, nor could without injury take from him”.

It shows that humans have the rights to something that is processed by individuals effort.

The character that shows property rights is Mrs. Elvsted. She is one of the essential characters in *Hedda Gabler*. The character, who is leave her house to get

a freedom and happiness. The quotation below shows Mrs. Elvsted's property rights:

*Lovborg:* You can be of no more service to me, Thea.  
*Mrs. Elvsted:* How can you stand there and say that! No more service to you! Am I not to help you now, as before? Are we not to go on working together?  
*Lovborg:* Henceforward I shall do no work.  
*Mrs. Elvsted:* [Despairingly.] Then what am I to do with my life?  
*Lovborg:* You must try to live your life as if you had never known me.  
*Mrs. Elvsted:* But you know I cannot do that!  
*Lovborg:* Try if you cannot, Thea. You must go home again—  
*Mrs. Elvsted:* [In vehement protest.] Never in this world! Where you are, there will I be also! I will not let myself be driven away like this! I will remain here! I will be with you when the book appears.  
 (p.145)  
*Lovborg:* [Looks at her.] My book and Thea's; for that is what it is.  
*Mrs. Elvsted:* Yes, I feel that it is. And that is why I have a right to be with you when it appears! I will see with my own eyes how respect and honour pour in upon you afresh. And the happiness—the happiness—oh, I must share it with you!  
 (p.146)

From the quotation above, it can be known that there is an aspect of property rights that shows by Mrs. Elvsted. She claimed that she had the right to be there, when Lovborg's book was published because she had been involved in the creative process. Mrs. Elvsted's involvement and contribution in the creative process of Lovborg's book gives her the property rights to the final result of that book.

After the researcher found that there were aspects of liberalism in the data previously described, it can be seen that each character has a motive and purpose behind the choices they make. The characters' motive that shows liberalism is freedom from things they like or things that are not in accordance with their wishes, and the ultimate goal is happiness for each character.

## B. Social Background of Henrik Ibsen That Influence His work

Social background is one aspect that influences Henrik Ibsen ideology. The author's social background includes several things, such as where he lives, where he was born, habits and experiences, and the culture that surrounds him. In the sociology of the author, social background has an important role in understanding how Henrik Ibsen developed in expressing liberalism in the drama *Hedda Gabler* (1890) through the social background around him.

Henrik Ibsen was born and raised during the heyday of liberalism in the seventeenth and eighteenth centuries. In *the Man and the Mask*, Figueiredo (2019) stated that Henrik Ibsen grew up in an environment where he foredoms the way of life for his people. It can be seen that one of the scopes of social background is the environment where Henrik Ibsen lives as a writer. This is evidenced by the quotation below:

*“Henrik Johan Ibsen was born on 20 March 1828, in Skien, a provincial town on the remote fringe of northern Europe. The century of the bourgeoisie, the age of freedom, of the individual, in which all inherited privilege and barriers stood ready to fall, in which anyone could sell his soul and gain the whole world – or lose both.”*  
(Figueiredo, 2019, p. 9)

From the quotation above, it can be seen that Henrik Ibsen was born and raised in the era of freedom and the age of the individual. It has to do with the drama *Hedda Gabler*, which shows the values of liberalism that focus on freedom and individual rights.

Henrik Ibsen lived in an era of freedom and individualism, where the surrounding environment highly respected individual freedom and human rights.

Henrik Ibsen lived in an environment that gave him the freedom to create literary works. This can be proven by the quotation below:

*“Skien could boast art collections and extensive private libraries. Music was an important part of social life, literature was enjoyed in the town’s reading circle, and Danish theatre groups regularly performed at the Limie Hall.”*  
(Figueiredo, 2019, p. 10)

From the quotation above, it can be seen that Skien is very open to literary works. Skien is seen as an area where there is significant interest in art and literary works. Henrik lives in an environment where art and literature are something to be proud of. The significant interest in art and literature in Skien shows how the people there are free to express themselves through art and literature. The condition in Skien shows how liberalism ideology has developed there.

The conditions where people in Skien can freely to express their idea in literary works can be known as an sociological aspects that influence Henrik Ibsen’s ideology. It can be seen on the drama *Hedda Gabler* (1890) which shows how Henrik Ibsen puts natural rights as liberalism ideology aspects in the drama by character Lovborg who works as a writer. It can be proven by the quotation below:

*Brack: But it has been very much praised, I hear.*  
*Lovborg: That was what I wanted; so I put nothing into the book but what every one would agree with.*  
*Brack: Very wise of you.*  
*Tesman: Well but, my dear Eilert—- !*  
*Lovborg: For now I mean to win myself a position again—to make a fresh start.*  
*Tesman: [A little embarrassed.] Ah, that is what you wish to do? Eh?*  
(p.85)  
*Lovborg: [Smiling, lays down his hat, and draws a packet wrapped in paper, from his coat pocket.] But when this one appears, George Tesman, you will have to read it. For this is the real book—the book I have put my true self into*  
(p.86)

From the quotation above, it can be known that Henrik Ibsen shows natural rights through Lovborg character when Lovborg show his literary works that depict him. Freedom to create literary works that shown by Lovborg include in natural rights. Lovborg can freely to creating his book without any permission from others.

Moreover, the 1848 revolutionary movement also became an aspect of the social background that influenced Henrik Ibsen's ideology in the drama *Hedda Gabler*. This can be proven by the quotation below:

*“Everything, because Ibsen would absorb the ideas of his age in a way that would remain with him for the rest of his life. Indeed, he would become himself a Norwegian representative of what is often called ‘the generation of 1848’.”*  
(Figueiredo, 2019, p. 37)

The quotation above also supported by the statement below:

*“Many of the poems revolve around memories and ideals rather than life itself. There are differing views on the young Ibsen’s flight from the world.”*  
(Figueiredo, 2019, p. 39)

From the quotation above, it can be known that Henrik Ibsen kept ideas about the revolutionary movement that occurred in 1848. This incident can be seen as one of the social background aspects that influenced Henrik Ibsen in choosing liberalism as the ideology presented in the drama *Hedda Gabler*.

The revolutionary movement in 1848 itself focused on the struggle for freedom in society. This can be proven by the quotation below:

*“The motor behind the revolution was the Industrial Revolution and an increasingly self- assertive bourgeoisie demanding economic liberalism, freedom of expression and free elections.”*  
(Figueiredo, 2019, p. 35)

From the quotation above, it can be seen that one of the focuses of the revolutionary movement in 1848 was individual freedom. This is in line with liberalism in the drama *Hedda Gabler*, which makes many points about the individual freedom of the characters.

Individual freedom itself can be said to be a characteristic of Henrik Ibsen's work. In *the Man and the Mask*, Figueiredo (2019) stated that these values of freedom are highlighted by Henrik in his work, so they can be called characteristics. This can be proven by the quotation below:

*“This demand for individual freedom and personal autonomy resonated strongly with him, and in time would become the most outstanding characteristic of his work.”*  
(Figueiredo, 2019, p. 37)

Demands for individual freedom and personal autonomy that emerged during the 1848 revolution became an important aspect for Henrik Ibsen. This moment gradually came and influenced the characteristics of his work.

The revolutionary movement in 1848 which focus individual freedom can be known as an sociological aspects that influence Henrik Ibsen's ideology. It can be seen on the drama *Hedda Gabler* (1890) which shows how Henrik Ibsen puts natural rights as liberalism ideology aspects in the drama by character Hedda Gabler who free to express opinion. It can be proven by the quotation below:

*Hedda:* When you call this afternoon, you might invite her to spend the evening here.  
*Tesman:* Yes, that I will. And there's one thing more you could do that would delight her heart.  
*Hedda:* What is it?  
*Tesman:* If you could only prevail on yourself to say du(3) to her. For my sake, Hedda? Eh?  
(p.23)

*Hedda:*                    *No, no, Tesman—you really mustn't ask that of me. I have told you so already. I shall try to call her "Aunt"; and you must be satisfied with that.*  
(p.24)

From the quotation above, it can be known that Henrik Ibsen shows natural rights through Hedda Gabler character when she rejects her husband's request to use "du" as a nickname for her aunt. This shows Hedda's natural rights by express her opinion to state language preference and decide how she wants to speak.

His life in Rome was also one of the backgrounds that influenced the characteristics of his work. In *the Man and the Mask*, Figueiredo (2019) stated that Rome was the right place to develop Henrik Ibsen's creativity. Henrik Ibsen believed that he would find freedom in Rome. This can be proven by the quotation below:

*"But in such surroundings, was it really possible to exercise artistic freedom and find genuine creative growth? Ibsen was convinced it was, at least to begin with: 'As yet I still haven't seen much of Rome,' he wrote to Bernhard Dunker shortly after his arrival, 'but have the strongest feeling that one can live and work here in an atmosphere of spiritual freedom that is perhaps unparalleled anywhere else in the world.'"*  
(Figueiredo, 2019, p. 200)

From the quote above, it can be seen that Henrik Ibsen's confidence in Rome. Rome is considered as a place to develop creativity. Rome was seen as a place to live and work in an atmosphere of spiritual freedom.

The freedom that Rome offered Henrik Ibsen never got in previous places. This freedom that Rome offers includes freedom for serious personal responsibility and artistic freedom. These two freedoms are what Henrik has been waiting for. This can be proven by the quotation below:



*“One was the freedom from every serious personal responsibility save that to his own immediate family; the other was that it provided him, as a writer, with complete independence of any institution.”*

(Figueiredo, 2019, p. 248)

The quotation above also supported by the quotation below:

*“And in Gyldendal’s Frederik Hegel, who had accepted Brand without even having read it, he had found a publisher prepared to give him complete artistic freedom.”*

(Figueiredo, 2019, p. 248)

From the quotation above, it can be seen that Rome offers two freedoms. The first is freedom from serious responsibilities except for the immediate family. This freedom is the first opportunity for him to focus on writing without being bound by any institution. Furthermore, guaranteed artistic freedom. In this context, he found publishers who were ready to give him complete artistic freedom.

The freedom offered by Rome to Henrik Ibsen can be seen as one of the social background factors that that influence Henrik Ibsen’s ideology. It can be seen on the drama *Hedda Gabler* (1890) which shows how Henrik Ibsen puts natural rights as liberalism ideology aspects in the drama by character Lovborg who get a freedom to publish his book and freedom to work. It can be proven by the quotation below:

*Brack: Your old friend, Eilert Lovborg, has returned to town.*

*Tesman: I know that already.*

*(p.50)*

*Tesman: And fancy—I’m delighted to hear that he is quite a reformed character.*

*Brack: So they say.*

*Tesman: And then he has published a new book—eh?*

*Brack: Yes, indeed he has.*

*Tesman: And I hear it has made some sensation!*

*Brack: Quite an unusual sensation.*

*(p.51)*

It supported with quotation below:

*Tesman:* They told me at the bookseller's that you are going to deliver a course of lectures this autumn.

*Lovborg:* That is my intention. I hope you won't take it ill, Tesman.

*Tesman:* Oh no, not in the least! But— ?

*Lovborg:* I can quite understand that it must be very disagreeable to you.

*Tesman:* [Cast down.] Oh, I can't expect you, out of consideration for me, to—

*Lovborg:* But I shall wait till you have received your appointment.

*Tesman:* Will you wait? Yes but—yes but—are you not going to compete with me? Eh?

*Lovborg:* No; it is only the moral victory I care for.

(p.90)

From the quotation above, it can be known that Henrik Ibsen shows natural rights through Lovborg character when he released a new book as a step towards his new life and the opportunity to deliver a course of lectures in the autumn. This shows Lovborg's natural rights by freedom to publish his book and freedom to work.

His life experience regarding changes in his family's economic situation was also one of the social background factors that influenced Henrik Ibsen's ideology.

It can be proven by the quotation below:

*"As late as 1833, Knud Ibsen gives surety for a friend for a large loan of 75 spesidaler, the action of a man secure in his own liquidity. Two years later there is nothing left, the business and the properties have all been lost."*

(Figueiredo, 2019, p. 13)

The bankruptcy that befell his family became a turning point in the life of Henrik Ibsen. Henrik Ibsen's family condition went bankrupt, which made him more eager to turn his life around. This can be proven by the quotation below:

*"Here he had started his schooling as a small boy from the home of a businessman on the slide; now he was completing it as the son of a poor man with ambitions to rise up in the world."*

(Figueiredo, 2019, p. 20)

This also supported by the quotation below:

*"...Henrik had to leave home and start to make his own way in the world."*  
(Figueiredo, 2019, p. 21)

From the quotation above, it can be seen that Henrik started a new journey with new ambitions. He left home to find his own way. His sudden change of condition from bourgeois to poor, gave rise to the enthusiasm to change his condition.

His life experience to find his own way can be seen as one of the social background factors that that influence Henrik Ibsen's ideology. It can be seen on the drama *Hedda Gabler* (1890) which shows how Henrik Ibsen puts natural rights as liberalism ideology aspects in the drama by character Mrs. Elvsted who shows a freedom to change her condition. It can be proven by the quotation below:

*Hedda:*                    *What! Your husband didn't know it!*  
*Mrs. Elvsted:*        *No, of course not. For that matter, he was away from home himself— he was travelling. Oh, I could bear it no longer, Hedda! I couldn't indeed—so utterly alone as I should have been in future.*  
*Hedda:*                    *Well? And then?*  
*Mrs. Elvsted:*        *So I put together some of my things—what I needed most—as quietly as possible. And then I left the house. (p.41)*

This also supported by the quotation below:

*Mrs. Elvsted:*        *[Irritably.] Yes, that is true, too. Everything about him is repellent to me! We have not a thought in common. We have no single point of sympathy—he and I.*  
*Hedda:*                    *But is he not fond of you all the same? In his own way?*  
*Mrs. Elvsted:*        *Oh I really don't know. I think he regards me simply as a useful property. And then it doesn't cost much to keep me. I am not expensive.*  
(p.40)

From the quotation above, it can be known that Henrik Ibsen shows natural rights through Mrs. Elvsted character when she decided to leave her house. Her

decision to leave her house can be seen as a well-considered response to the condition in order to be free from those conditions and pursue her happiness.

His condition when he left Skien to find his own way was the price of freedom. In *the Man and the Mask*, Figueiredo (2019) stated that Henrik Ibsen saw the breakdown of his family as an opportunity for freedom. This can be proven by the quotation below:

*"Henrik Ibsen did not carry the mark of defeat on him when he left Skien. He was a true child of the nineteenth century, where the fluctuations of good times and bad times were the rhythm of the age, and where the threat of ruination was the price of freedom."*

(Figueiredo, 2019, p. 22)

This quotation also supported by the statement below:

*"Henrik Ibsen was a child of the European bourgeoisie. What he carried with him when he left home was upward aspiration. Hadn't it been his goal to take his university entrance exam and become a doctor – this socially degraded youth? He could be whatever he wanted to be."*

(Figueiredo, 2019, p. 22)

Henrik Ibsen left his home to reach his goals. His choice to leave home was to change fate to become whatever he wanted. One of the liberalism aspects that is freedom to maximizing space and develop their potential.

In *the Man and the Mask*, Figueiredo (2019) stated that Henrik Ibsen was originally a worker at a drug store who always hoped to change his condition. This can be proven by the quotation below:

*"Because this was Henrik Ibsen, so driven by the desire to create that nothing could stand in his way, not the pursuit of his daily bread, which was onerous enough, nor yet the very remoteness of the possibility that his pen might one day release him from his poverty."*

(Figueiredo, 2019, p. 27)

The quotation above shows that Henrik Ibsen wants to be free from poverty. In an effort to change his condition, he tries to become a writer. Henrik Ibsen never gave up in his quest to change fate and become a writer. This can be proven by the quotation below:

*"He never ceased to write, not even during the succession of setbacks and failures that would befall him in the years to come."*  
(Figueiredo, 2019, p. 27)

From the quotation above, it can be seen that Henrik Ibsen was very persistent. He never stopped writing, although no one guaranteed that he would succeed. In *the Man and the Mask*, Figueiredo (2019) stated that Henrik Ibsen found time after work to write. This can be proven by the quotation below:

*"This strength of will was Ibsen's artistic signature, long before he actually became an artist, sitting up until far into the night on the first floor of the chemist's shop, writing his adolescent verse."*  
(Figueiredo, 2019, p. 27)

The quotation above also supported by the statement below:

*"Nonetheless it was a demanding course of study for a young man who not only worked all day in the chemist's shop but then insisted on spending his evenings writing verse."*  
(Figueiredo, 2019, p. 46)

From the quote above, it can be seen that Henrik Ibsen's persistence to become a writer. Henrik Ibsen found time after working in a drugstore to keep writing to achieve his dream job. He wanted literature to be his main occupation. This can be proven by the quotation below:

*"What he wanted above all was to live for and from literature as a full- time occupation."*  
(Figueiredo, 2019, p. 61)

The economic resource of Henrik Ibsen is an impetus for himself to change. His dedication turns his economic resources into one aspect of liberalism with how he fights for his freedom from the trap of poverty.

Henrik Ibsen's experience in changing the conditions of his life can be seen through Mrs. Elvsted and Lovborg in drama *Hedda Gabler*. Mrs. Elvsted and Lovborg can be seen as characters who are trying to change their condition for the better. Both Henrik and these two characters have the same goal of being able to have freedom in choosing their life choices.

His life experience when establishing relationships with Kierkegaard also influenced the development of Henrik Ibsen's thought. In *the Man and the Mask*, Figueiredo (2019) stated that this thought is about how Henrik Ibsen goes deeper into the stages of sorting out choices as a human being. Kierkegaard He can be said to be an individual who greatly influenced Henrik Ibsen's turning point. This can be proven by the quotation below:

*“So the preconditions for Ibsen's turn towards the personality and the individual's ethical responsibility involved much more than just Kierkegaard.”*  
(Figueiredo, 2019, p. 241)

The quotation above also supported by the statement below:

*“Above all, the influence is most evident in Kierkegaard's ideas on the different stages that become options to human beings as they make their way through life.”*  
(Figueiredo, 2019, p. 241)

From the quotation above, it can be seen that Kierkegaard became one of the important aspects of Henrik Ibsen's turning point. The most obvious influence

is the stages that become choices for humans. This relates to how humans choose their lives.

His life experience when establishing relationships with Kierkegaard can be seen as one of the important aspects that influence the ideology used by Henrik Ibsen. Kierkegaard, who is famous for his concepts of existence, freedom and individual responsibility, became an inspiration for Henrik Ibsen in his exploration of works that contain aspects of liberalism. It can be seen through some of characters in drama *Hedda Gabler* such as Mrs. Elvsted, Lovborg, and Hedda Gabler which shows an aspects of liberalism that focus on they individual freedom through the dialog.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusions and suggestions. Researchers draw conclusions based on the results and discussion in the previous chapter. The first is about what an aspects of liberalism are shown in the drama *Hedda Gabler*. Second, social background of the author that influenced the author's ideology. Finally, the researcher also made useful suggestions for further research.

#### A. Conclusion

Researchers found liberalism in the drama *Hedda Gabler* through dialogue between characters. Therefore, it can be concluded that liberalism is shown in the drama *Hedda Gabler* (1890) through dialog between the characters. According to Locke (1823), liberalism has several aspects, such as natural rights, property rights, social contracts, limited government, revolution, and individualism. Based on the aspects of liberalism above, researchers only found two aspects of liberalism in several characters in the drama *Hedda Gabler*, namely natural rights, property rights.

Furthermore, the second research problem is related to social background of the author that influence the ideology of the author on the drama *Hedda Gabler*. Researcher found that Henrik Ibsen's ideology in the drama *Hedda Gabler* is shaped by his social background. It start from the heyday of liberlism, the 1848 revoluntary movement, and his personal experience.



Growing up in Skien, the town that respects individual freedom, Ibsen show it into the characters on the drama *Hedda Gabler* that shows they natural rights to achieve an individual freedom. The experience of 1848 movement that focus on freedom further influenced characters like Lovborg and Hedda in the drama *Hedda Gabler*.

Ibsen's time in Rome also contributed to his ideological development. The freedom of artistic and independence he found in Rome allowed him to focus on his job without the constraints of societal institutions. This freedom is depict in characters like Lovborg, who experiences freedom in publishing his book and a freedom to get a job.

Moreover, Ibsen's personal experiences, such as the economic condition of his family and his journey from a bourgeois background to facing poverty, influenced his ideology. The hard condition he faced and his determination to change his condition are depict in characters like Mrs. Elvsted, who struggles for freedom and happiness by leaving her house and pursuing a new life.

The last is Ibsen's relationship with Kierkegaard influence his exploration of individual choices and ethical responsibilities. Kierkegaard's influence is evident in Ibsen's emphasis on the stages of choices and the ethical responsibility of individuals, hich is reflected in the characters dialogues of *Hedda Gabler* when they made a crucial decision.

**B. Suggestion**

Based on the research object, the researcher only focuses on the characters in the drama to be used in analysis using liberalism theory and the author's biography book to be used in analysis using the author's sociological theory. In future research, researchers hope that readers can use the author's sociological theory to analyze literary works. Because the author's sociology can be used to find the details about the author in creating a literary work. Therefore, researchers hope that this research can be useful for further research as material for consideration and reference.

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## CURRICULUM VITAE



Fiqhi Haditya Nurfaizi was born in Tulungagung on July 5<sup>th</sup> 2000. He graduated from SMKN 4 Malang in 2018. He participated in several organization and volunteer program while studying in the university, such as KOMMUST, English Literature Student Association (2021). In addition, he became the head of KOMMUST in 2022, still active on several music projects, and became a crew on PT. Element Energi Kreasindo (Element Event Organizer). He also won 1st place in the KOMMUST music promo in 2019. He has a keen interest in event planning, music production, design, and music journalist.