

**KYA CLARK'S SENSITIVITY IN PROTECTING THE  
ENVIRONMENT IN THE NOVEL "*WHERE THE CROWDADS  
SING*" BY DELIA OWEN BASED ON LAWRENCE BUELL'S  
THEORY**

**THESIS**

**By: Muhammad Asharuddin**

**NIM: 17320060**



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG**

**2024**

**KYA CLARK'S SENSITIVITY IN PROTECTING THE  
ENVIRONMENT IN THE NOVEL "*WHERE THE CRAWDADS  
SING*" BY DELIA OWEN BASED ON LAWRENCE BUELL'S  
THEORY**

**THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By:

**Muhammad Asharuddin**

NIM: 17320060

Advisor:

**Asni Furaida, M.A**

NIP: 198807112023212027




**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
2024**

## STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Kya Clark's Sensitivity In Protecting The Environment In The Novel "Where the Crawdads Sing" By Delia Owen Based On Lawrence Buell's Theory**” is my original work, I do not include any material previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 31 May 2024



Muhammad Asharuddin

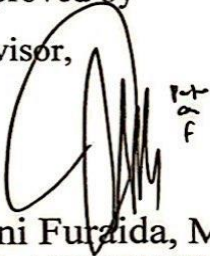
NIM: 17320060

## APPROVAL SHEET

This to certify that Muhammad Asharuddin thesis entitled *Kya Clark's Sensitivity In Protecting The Environment In The Novel "Where the Crawdads Sing" By Delia Owen Based On Lawrence Buell's Theory* 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).

Malang, 31 May 2024

Approved by  
Advisor,



Asni Fuzaida, M.A  
NIP: 198807112023212027

Head of Department of English Literature



Ribut Wahyudi, M.Ed, Ph.D.  
NIP: 198112052011010007

Acknowledged by

Dean,



The stamp is circular with the text "KEMENTERIAN AGAMA" at the top, "UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG" in the center, and "FAKULTAS HUMANIORA" at the bottom. The outer ring contains "REPUBLIK INDONESIA". A handwritten signature is written over the stamp.

M. Qasol, M.Ag.  
NIP 197411012003121003

## PLEGITIMATION SHEET

This is to certify that Muhammad Azharuddin's thesis entitled **Kya Clark's Sensitivity In Protecting The Environment In The Novel "Where The Crawdads Sing" By Delia Owen Based On Lawrence Buell's Theory** has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Sastra (S.S)* in English Literature Department.

Malang, 14 Mei 2024


### The Board of Examiners

### Signatures

1. (Chair)

Asni Furaida, M.A.

NIP. 198807112023212027



A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by several vertical strokes, positioned above a horizontal line.

2. (First Examiner)

Agung Wiranata Kusuma, M.A.

NIP. 198402072015031004



A handwritten signature in black ink, featuring a large, stylized initial 'A' followed by several vertical strokes, positioned above a horizontal line.

3. (Second Examiner)

Muhammad Edy Thoyib, M.A.

NIP. 198410282015031007



A handwritten signature in black ink, consisting of a large, stylized initial 'E' followed by several vertical strokes, positioned above a horizontal line.



NIP 197411012003121003

## MOTTO

لِكَيْ تُسَيِّطَرَ عَلَى الطَّبِيعَةِ، يَجِبُ عَلَيْكَ أَوَّلًا أَنْ تَدْرُسَهَا، فَالْإِنْسَانُ جُزْءٌ لَا يَتَجَزَّأُ مِنْ

الطَّبِيعَةِ الْمُحِيطَةِ بِهِ

"علي الوردي"

*To control nature, you have to learn it first, because humans are an inseparable  
part of the natural world around them*

(Ali Al-Wardi)

## **DEDICATION**

It's an honor to dedicate this thesis to: My loving family, whose unwavering support and encouragement have been the driving force behind my academic journey. Your love, sacrifices, and belief in me have given me the strength and motivation to overcome challenges and pursue my dreams

## ACKNOWLEDGEMENT

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

*Alhamdulillah Robbil 'Alamiin.*

The researcher expresses deep gratitude for all the favors and sustenance that Allah SWT has given to the researcher, which has enabled the researcher to complete this thesis. The researcher also sends sholawat and salam to the great prophet Muhammad SAW, who became the researcher's role model in this life.

The researcher would also like to thank as much as possible for the tremendous love and support that has been so great for the researcher. Thus, the researcher can be in this current position. They are: The researcher's thesis supervisor, as well as the researcher's academic supervisor, Mrs. Asni Furaida, M.A., who has provided many valuable directions, input, advice, and motivation to the researcher during the preparation of this thesis.

Mr. Syamsul Hadi & Mrs. Ummu Sholiha (my beloved parents) and, my sisters and brothers who are the biggest motivation for the researcher. This thesis is dedicated to my beloved parents, as proof of their success who have educated the researcher (their child) to be in the current position.

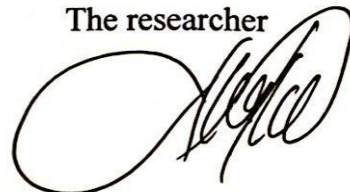
In addition, I would also like to acknowledge the support of and my friends, who have provided endless encouragement and motivation. Their unwavering faith in me has been a source of strength and inspiration throughout my academic journey.



Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and tryna give more than I receive. I wanna thank me for tryna do more right than wrong. I wanna thank me for just being me at all times.

The researcher realizes that the thesis still has many shortcomings. As such, the researcher will be happy to be given all criticism and input. Hopefully, this feedback will help improve both the researcher and the research in the future. The researcher also hopes that this thesis can provide benefits and enthusiasm for the wider community.

The researcher

A handwritten signature in black ink, appearing to read 'Muhammad Asharuddin', written in a cursive style.

Muhammad Asharuddin

## ABSTRACT

**Asharuddin, Muhammad** (2024) Kya Clark's Sensitivity In Protecting The Environment In The Novel "*Where the Crawdads Sing*" By Delia Owen Based On Lawrence Buell's Theory. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Asni Furaida, M.A.

*Keywords: Sensitivity, ecocriticism, environment, natural*

---

Literary ecology offers solutions in dealing with environmental problems through children literature to form a solid foundation for a generation that loves and cares about nature. This qualitative research is an interdisciplinary study that uses Lawrence Buell's ecocritical theory. The aim of this research is to reveal the forms of children's sensitivity to nature, the factors behind children's sensitivity to nature, and to understand the impact of children's sensitivity to nature on individuals, families and society in the novel *Where the Crawdads Sing* based on Lawrence Buell's perspective. The data source used is the novel *Where the Crawdads Sing*. Data collection techniques use reading techniques, note-taking techniques. Data validation techniques use increased persistence, triangulation and peer and expert discussion. The data analysis technique uses the three steps of the Milles and Humberman model, namely data reduction, data presentation and drawing conclusions. The results of this research show three points, namely: (1) the form of children's sensitivity to nature can be known by obeying deer instructions, not killing animals in the forest, not exploiting them, joy at the beauty of the forest, sadness when leaving the forest, and awareness of forest protection; (2) regarding the factor of children's sensitivity to nature which is caused by considering deer as family, family influence, awareness of nature's anger, concern for caring for nature, preserving nature, separation of children from the forest, friendship with nature; (3) the impact of natural sensitivity on individuals, obeying rules, good attitude, gentle personality, self-awareness, maturity, and moral resistance. Impact on the family, filial piety, wisdom, happiness, protection of the family, contribution, preservation. Impact on society, role models, prosperity, benefit, well-being, and attention.

## ABSTRAK

**Asharuddin, Muhammad** (2024). *Potret Kepekaan Terhadap Lingkungan Dalam Novel "Where the Crawdads Sing" Karya Delia Owen Berdasarkan Perspektif Lawrance Buell*. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Asni Furaida, M.A

*Kata Kunci: Alam, ekokritik, kepekaan anak, lingkungan,*

---

Ekologi sastra menawarkan solusi dalam menghadapi problematika lingkungan melalui sastra anak untuk membentuk landasan kokoh menuju generasi yang cinta dan peduli terhadap alam. Penelitian kualitatif ini merupakan kajian interdisipliner yang menggunakan teori ekokritik Lawrance Buell. Tujuan penelitian ini adalah mengungkap bentuk kepekaan anak terhadap Alam, faktor-faktor yang melatar belakangi kepekaan anak terhadap alam, dan memahami dampak kepekaan anak terhadap alam bagi individu, keluarga dan masyarakat dalam Novel *Where the Crawdads Sing* berdasarkan prespektif Lawrance Buell. Sumber data yang digunakan adalah Novel *Where the Crawdads Sing*. Teknik pengumpulan data menggunakan teknik baca, teknik catat dan teknik terjemah. Teknik validasi data menggunakan peningkatan ketekunan, triangulasi dan diskusi teman sejawat dan ahli. Teknik analisis data menggunakan tiga langkah model Milles dan Humberman, yaitu reduksi data, pemaparan data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan tiga point, yaitu: (1) mengenai bentuk kepekaan anak terhadap alam dapat diketahui dengan mematuhi intruksi kijang, tidak membunuh hewan di hutan, tidak melakukan eksploitasi, kegembiraan atas keindahan hutan, kesedihan ketika meninggalkan hutan, dan kesadaran akan perlindungan hutan; (2) mengenai faktor kepekaan anak terhadap alam yang disebabkan karena menganggap kijang sebagai keluarga, adanya pengaruh keluarga, menyadari kemarahan alam, kepedulian untuk merawat alam, kelestarian alam, adanya perpisahan anak dengan hutan, adanya persahabatan dengan alam; (3) dampak kepekaan alam terhadap individu, taat aturan, good attitude, kepribadian priang, kesadaran diri, kedewasaan, dan resistensi moral. Dampak terhadap keluarga, berbakti, bijaksana, kebahagiaan, perlindungan terhadap keluarga, kontributif, adanya preservasi. Dampak terhadap masyarakat, figur tauladan, kemakmuran, kemaslahatan, kesejahteraan, dan adanya perhatian.

## المستخلص

أزهار الدين، محمد (2024). صورة الحساسية للبيئة في رواية "حيث يغني الزحام" لدليلا أوين من وجهة نظر لورانس بويل. البحث الجامعي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية جامعة مولانا مالك إبراهيم مالانج. المشرفة: أثني فريدة، الماجستير.

الكلمات الرئيسية: البيئة، حساسية الأطفال، العالم، النقد البيئي.

تقدم البيئة الأدبية حلولاً في التعامل مع المشكلات البيئية من خلال أدب الأطفال لتشكيل أساس متين لجيل يجب الطبيعة ويهتم بها. هذا البحث النوعي عبارة عن دراسة متعددة التخصصات تستخدم نظرية النقد البيئي للورانس بويل. يهدف هذا البحث إلى الكشف عن أشكال حساسية الأطفال للطبيعة، والعوامل الكامنة وراء حساسية الأطفال للطبيعة، وفهم تأثير حساسية الأطفال للطبيعة على الأفراد والأسر والمجتمع في رواية حيث يغني الحشود استناداً إلى لورانس. وجهة نظر بويل. مصدر البيانات المستخدم هو رواية *Where the Crawdads Sing*. تستخدم تقنيات جمع البيانات تقنيات القراءة وتقنيات تدوين الملاحظات وتقنيات الترجمة. تستخدم تقنيات التحقق من صحة البيانات زيادة المثابرة والتثليث ومناقشة الأقران والخبراء. تستخدم تقنية تحليل البيانات الخطوات الثلاث لنموذج ميلز وهيرمان، وهي تقليل البيانات وعرض البيانات واستخلاص النتائج. وتظهر نتائج هذا البحث ثلاث نقاط وهي: (1) تمكن معرفة شكل حساسية الأطفال للطبيعة من خلال إطاعة تعليمات الغزلان، عدم قتل الحيوانات في الغابة، عدم استغلالها، الفرح بجمال الغابة، الحزن عندما تغادر الغابة والتوعية بحماية الغابات؛ (2) فيما يتعلق بعامل حساسية الأطفال للطبيعة الناجم عن اعتبار الغزلان عائلة، وتأثير الأسرة، والوعي بغضب الطبيعة، والاهتمام برعاية الطبيعة، والحفاظ على الطبيعة، وفصل الأطفال عن الغابة، والصدقة مع الطبيعة؛ (3) تأثيرات الحساسية الطبيعية على الأفراد، وطاعة القواعد، وحسن الخلق، والشخصية اللطيفة، والوعي الذاتي، والنضج، والمقاومة الأخلاقية. التأثير على الأسرة، طاعة الوالدين، الحكمة، السعادة، حماية الأسرة، المساهمة، الحفاظ. التأثير على المجتمع، القدوة، الرخاء، المنفعة، الرفاهية، والاهتمام

## TABLE OF CONTENT

<b>STATEMENT OF AUTHORSHIP</b> .....	<b>iii</b>
<b>APPROVAL SHEET</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>TABLE OF CONTENT</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Problem of the Study .....	7
C. Scope and Limitation.....	20
D. Significance of Study .....	21
<b>CHAPTER II THEORETICAL FRAMEWORK</b> .....	<b>10</b>
A. Ecocritical Paradigm.....	10
B. Ecocritical Theory Paradigm .....	11
C. The Division of Ecocriticism.....	14
D. Ecocritical Lawrence Buell .....	16
1. The relationship between humans, nature and text according to Buell ..	16
2. The scope of Buell's ecocriticism .....	19

3. The role of ecocriticism towards humans, nature and the environment . 20

## CHAPTER III

### RESEARCH METHOD ..... 25

A. Research Design ..... 36

B. Data Source..... 26

C. Data Collection ..... 26

E. Data Analysis..... 26

### CHAPTER IV FINDINGS AND DISCUSSION ..... 28

1. Kya Clark's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's perspective ... 29

a. Children's love for nature..... 30

b. Children's emotions towards nature ..... 36

2. Influence Kya Clark's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's ..... 41

a. The factor of children's love for nature..... 42

b. Factors influencing sensitivity ..... 51

3. Impact of Kya Clark's sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's perspective ..... 55

a. The impact of children's love of nature ..... 56

b. The emotional impact of children with nature ..... 65

CHAPTER V CONCLUSION AND SUGGESTION.....	76
A. Conclusion.....	76
B. Suggestion .....	77
BIBLIOGRAPHY .....	77

# **CHAPTER I**

## **INTRODUCTION**

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

The global environmental crisis is increasingly becoming a major concern today. Destruction of the natural environment, climate change, and species extinction are critical issues that threaten the sustainability of human life on this planet. In this context, it is important to understand how environmental awareness and sensitivity to nature can be formed and strengthened from an early age. In reality, parents in the modern era do not teach ecological awareness, and parents prefer something practical/practical such as introducing children to gadgets, rather than providing lessons related to nature and the environment. This condition is in accordance with research conducted by Dr. Michael Rich states that parents tend to prefer to give gadgets directly to their children because they are considered simpler and more practical (Fajrina, 2015).

There are many worrying cases due to parents' carelessness in giving children the freedom to play with gadgets, including a claim in 2021 that happened to a grade 1 junior high school student in Subang who died due to being addicted to playing with devices. In the opinion of a local doctor, who said that the death of a grade 1 junior high school student was due to exposure to cell phone radiation. This is made worse by the number of children being rushed to Cisarua Mental Hospital due to brain nerve problems due to playing gadgets and online games too often. The statement of Dr. Lina Budianti reinforces that the



number of children addicted to devices is always increasing from year to year. (Pradana, 2021). Another case found that children who tend to play with gadgets can reduce their sensitivity to nature and the surrounding environment, lack of socialization, concentration levels, and lack of interest in reading. (Ni'mah, 2021).

This carelessness results in the child's lack of empathy for nature and the surrounding environment and affects their character when they grow up. The excessive exploitation of nature proves this due to the actions of irresponsible individuals, such as deforestation and illegal hunting of wild animals (Buol, 2015; Tanjung, 2019; Ardhi, 2021) and many coral reefs have been damaged by household waste and the use of explosives when fishing (Fa'izah, 2021). This happens because parents do not teach children lessons in treating nature and the environment well. From this it can be seen the importance of the role of parents in building the foundation for children's awareness of nature and the environment so that children can grow up with characters who care about nature and the surrounding environment (Adyanto, 2018, p. 157).

A solution is needed to deal with these problems, one of which is through literary works with ecological themes. Literary works are considered efficient in conveying ideas, thoughts and solutions offered by the author in dealing with problems that occur (Wellek & Austin, 1993, pp. 20-25). However, not all literary works can be accepted by children, because literature is still considered difficult material for children. Short stories are a literary work that can be studied and understood by children, because the language is easy to understand, the plot

of the short story is not long-winded, does not use many similes or figures of speech, and is sometimes accompanied by pictures so that it makes children more interested in reading (Nuralim & Aswan, 2019, p. 1636).

Children are a vulnerable group in developing understanding and sensitivity to the environment (Ariyanti, 2016, pp. 52-53). Therefore, literature can play an important role in shaping their perspectives on nature and conservation. The novel "*Where the Crawdads Sing*" by Delia Owens is a literary work that offers an interesting and complex story while including strong natural elements. In this context, it is important to explore how this novel can help shape children's sensitivity to the environment.

One relevant approach in understanding the role of literature in shaping environmental awareness is the perspective proposed by Lawrence Buell. Buell advanced the idea of "ecocriticism" and emphasized the importance of literary works in inspiring environmental understanding and action. Using this theoretical framework, this research will explore the portrait of children's sensitivity in protecting the environment that can be found in novels "*Where the Crawdads Sing*".

This research is relevant because it will provide insight into how literary works, especially novels, can be an important tool in forming children's concern for the environment. In addition, by involving Lawrence Buell's perspective, this research will also contribute to the development of the discipline of ecocriticism.

Ecocriticism is a multidisciplinary study because it successfully combines literature, anthropology, sociology, psychology, humans and nature so

that this study has become a hot topic of discussion among experts. Ecocriticism offers solutions to overcome the problems of nature and the environment by making nature an integral part of the birth of literary works. This is shown by most writers, especially poets, who represent nature in their works in the form of diction, such as forests, seas, trees, mountains, stars and so on. The two elements of literature and nature are closely tied to each other. Literature as inspiration is closely related to nature, while nature needs literature as a means of preservation (Khomisah, 2020, p. 83). Therefore, ecocriticism is defined as the investigation of literature and the environment (Glottfelty & Fromm, 1996, p. 58; Kong, 2019, pp. 100-103).

The children's ecocritical movement is really needed by environmental observers because this movement has a role in building the character education of children who care about nature and the environment. By increasing children's reading instructions on the theme of nature and its conservation, it can guide children's behavior in protecting nature and preserving it. This can create a strong relationship between children and nature so that it no longer gives rise to individuals who are irresponsible towards nature (Nurgiantoro, 2005, p. 30).

From here, ecocriticism becomes the only new solution offered by experts in forming children's characters who are sensitive to nature and the environment (Endraswara, 2016, p. 45), but literary ecocritical studies still rarely touch literature and the world of children, because ecocritical studies tend to be dominated by adults. In fact, childhood is in the golden age where physical and brain development is very rapid so that ecocriticism in the world of children can

usher in a generation that cares and is sensitive to nature and environmental sustainability (Ariyanti, 2016, p. 51; Adyanto, 2018, p. 157).

The study of ecocriticism has been researched by several researchers and produced six points: (1) ecocriticism as a medium of criticism: ecological literary criticism because of human greed and exploitation of nature which has caused many landslides, floods and fires (Asmawati, 2019, p. 1; Novianti, Wasana, & Rosa, 2020, p. 40; Ikhwan, 2020, p. 9; Putri, Rahman, & Afifah, 2019; Rini, 2018; Ulwatunnisa & Wiyatmi, 2020, p. 369; Anh, 2019); (2) ecocritical harmonization between humans and nature: This refers to the emotional relationship between humans and nature, characterized by human concern and responsibility for nature (Rahayu, Muhtadin, & Sobarna, 2020, p. 216; Ramadhani, Nensiliani, & Suarni, 2020, p. 38; Syarif, Tang, & Usman, 2021, p. 306; Uniawati N. , 2017, p. 245; Christinawati, 2018, p. 194); (3) ecocriticism as a representation of natural beauty: in this case ecocriticism acts as the embodiment of natural beauty through literature. Through natural beauty it can also be used to solve environmental problems such as using natural beauty in facing the industrial revolution in England (Syakir, 2018, p. 40; Rahmayati & Rengganis, 2019, p. 97); (4) ecocriticism as cultural reflection: maintaining the cultural value of ecological oral literature which is used as stories passed down from generation to generation and community guidelines for protecting and preserving nature (Taufik, Lembah, & Kangiden, 2017, p. 118; Pamungkas, Widodo, Suyitno, & Endraswara, 2018, p. 480; Audina, Permadi, & Idris, 2019, p. 79); (5) ecocriticism as a societal entity: the Dayak, Papuan, Aborgini, Paser

and Berau communities view nature as an entity that is united with them in a religious-megis relationship (Iskarna, Brameswari, & Astuti, 2020, p. 47; Wijanarti, 2019, p. 135; Amanat, 2019, p. 145); (6) ecocriticism as a representation of spirituality: ecocriticism is used to explore the spirituality side in literature which is closely related to God, humans and nature as in Rumi's poetry which represents spirituality in four aspects, namely human relationships, the meaning of life, the purpose of life and the relationship of transcendence (Soleha & Retnaningdyah, 2019, p. 117; Irawan, 2017, p. 20; Rahmayati, 2017, p. 166).

Researchers found similarities and differences with previous research. The similarity is in terms of the theory used, namely using ecocritical theory. The differences are in terms of perspective, object and several other points, namely: (1) the aspect of environmental criticism due to the exploitation of nature (Asmawati, 2019, p. 1; Novianti, Wasana, & Rosa, 2020, p. 40; Ikhwan, 2020, p. 9; Putri, Rahman, & Afifah, 2019; Rini, 2018; Ulwatunnisa & Wiyatmi, 2020, p. 369; Anh, 2019); (2) aspects of natural beauty in facing the environmental crisis (Syakir, 2018, p. 40; Rahmayati & Rengganis, 2019, p. 97); (3) cultural reflection to raise ecological awareness (Taufik, Lembah, & Kangiden, 2017, p. 118; Pamungkas, Widodo, Suyitno, & Endraswara, 2018, p. 480); (4) the entity and identity of a particular society that is one with nature (Iskarna, Brameswari, & Astuti, 2020, p. 47; Wijanarti, 2019, p. 135; Amanat, 2019, p. 145); dan (5) ecocriticism as a means of exploring spiritual values (Soleha & Retnaningdyah, 2019, p. 117; Irawan, 2017, p. 20).

Previous studies that have been explained, this research is positioned as an update to previous ecocritical research and elevates the children's literature genre as a means of protecting the environment using Lawrence Buell's theory. This research aims to determine a portrait of children's sensitivity to the environment, the factors that influence it, and the impacts that occur. In Buell's theory, Buell put forward several concepts related to the relationship between humans, nature and the environment: (1) the existence of harmony between nature and text; (2) there is criticism with environmental nuances; (3) there is an emphasis on the relationship between humans, nature and the environment; and (4) human awareness to protect nature and the environment (Buell, 1995, p. 40). These four concepts are relevant to use in analyzing this research.

## **B. Problem of the Study**

Based on the background of research on ecocriticism which is included in the scope of the world of children, the following problems can be formulated:

1. How is Kya Clark's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's perspective?
2. What can influence Kya Clark's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's perspective?
3. What is the impact of Kya Clark's sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's perspective?

### **C. Scope and Limitation**

It is hoped that this research will provide benefits to students, students, academics, or researchers themselves. The benefits of this research are:

1. Theoretical
  - a. Contribute ideas regarding related issues
  - b. Providing scientific contributions in solving problems regarding the analysis of short stories using ecocritical theory
  - c. As a stepping stone to obtain references for further research related to ecocritical research
2. Practical
  - a. Can add insight for researchers or academics regarding the analysis of literary works, especially short stories
  - b. As reference material to increase learning motivation for students to the maximum in order to get good results

### **D. Significance of the Study**

Based on the problem identification above, this research focuses on several problems. The focus of the problems studied in this research are as follows:

1. Understand the portrait of children's sensitivity to nature based on Lawrence Buell's theory

2. Knowing the factors that influence children's sensitivity to nature based on Lawrence Buell's theory
3. Knowing the impact of children's sensitivity to nature based on Lawrence Buell's theory



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Ecocritical Paradigm

Ecocriticism has a basic paradigm that every object can be seen in an ecological network and ecology can be used as an aid to this critical approach. The emergence of ecocriticism seems to be a logical consequence of ecological existence which increasingly requires human attention. During the domination of cosmocentric, theocentric, anthropocentric and logocentric orientations, ecological existence was too far from the center of thought orientation and even marginalized so that it was ultimately forgotten. This condition is caused by an imbalance in cultural dominance that is too exploitative of nature. This seems to depart from the dichotomous nature-culture mindset (Mu'i, 2013, p. 295).

Culture versus nature. We may see that humans feel marginalized both physically and culturally due to advances in science and technology, which have strongly encouraged the emergence of industrialization. Industrialization encouraged the emergence of capitalism. The industrial world pioneered by capitalists was able to shift the culture and civilization that had been established since our ancestors. For example, farming communities who have relied on agricultural land as a source of livelihood have had to let their land be bought 'rather forcefully' by capital owners for their industrial or business needs. They must move away to outlying areas or involve themselves in industry or capital-

owning businesses. Thus, for those who leave agriculture, it means they are culturally alienated, that is, among other things, their lifestyle has shifted: from a simple farmer-style lifestyle to a consumerist lifestyle (following the lifestyle of the people around them). Ecocritical theory is multidisciplinary. On the one hand, ecocriticism uses literary theory and on the other hand it uses ecological theory (Garrard, 2004, p. 100).

Literary theory is a multidisciplinary theory, as is ecological theory. From a literary theory perspective, ecocritical theory can be traced to the paradigm of mimetic theory which has the basic assumption that literature is related to reality. Paradigms of mimetic theory that can be used, for example the imitation paradigm from Plato or recreation, which was later developed by M.H. Abrams with his Universe theory (Harsono, 2008, p. 40).

## **B. Ecocritical Theory Paradigm**

Ecocriticism is categorized as a new study and quite a few people doubt it. Ecocriticism is a study perspective that attempts to analyze literature from an environmental perspective. This study attempts to observe that the environmental crisis not only raises technical, scientific and political questions, but also cultural issues related to literary phenomena. Efforts to critically examine literature from environmental aspects have given rise to a relatively new discipline called literary ecocriticism. The habit that occurs in literary ecocriticism is to represent cultural phenomena, climate and environmental changes in literature (Endraswara, 2016, p. 50).

The term ecocriticism comes from the English "ecicritism" which is a formation of the word "ecology" and the word "criticism". Ecology can be defined as the scientific study of the relationship between humans, animals, plants and their environment towards each other. Criticism can be interpreted as a form and expression of assessment about the quality of something. Thus, Harsono in Uniawati defines ecocriticism simply, namely criticism that has an environmental perspective (Uniawati, 2014, p. 249) In line with this, Kerridge in Mubarak stated that ecocriticism wants to trace ideas about the environment and its representation (Mubarak, 2018, pp. 20-21; Kerridg & Sammells, 1998, p. 150).

Ecocriticism or 'green studies' emerged in the United States in the late 1980s and in the United Kingdom in the early 1990s, and remains a noteworthy movement. Glotfelty, who was also the co-founder of The Association for the Study of Literature and Environment (ASLE), published the ISLE Journal (Interdisciplinary Studies in Literature and Environment) in 1993 as a way or effort to campaign for this movement. However, this ecocriticism has a different approach from the criticisms that appeared previously; Ecocriticism is widely recognized as a set of assumptions, doctrines, or procedures that seem to emerge within the confines of academia. That is why ecocriticism appears to be the strongest movement at universities in the Western Region of the United States, "out of the big cities, and out of the academic power centers on the East and West Coasts." (Barry, 2002, p. 85).

Ecocritical studies are often referred to as literary ecology, which is a science that discusses nature, the reciprocity between living things and environmental wisdom which contains moral principles in the form of a respectful attitude towards nature, a responsible attitude towards nature (responsibility), concern for nature (caring for nature), the principle of love for nature, the principle of not harming nature, and the principle of living simply and in harmony with nature (Odum, 1983, p. 222; Maknun, 2017, p. 50; Kormondy, 1996, p. 350). The term ecology was only discovered in 1869 by Ernst Haeckel, who emphasized the reciprocal relationships of life in a system. (Adiwibowo, 2007, p. 2). This concept of thought has existed for a long time, as evidenced by the many Greek philosophers such as Hippocrates and Aristotle who colored their teachings with the concept of ecology. And in 1700, a microbiologist, Antonie Van Leeuwenhoek, observed the symptoms of food chains in microorganisms, which is an important phenomenon in ecology, but at that time it was still not called ecology (Utina & Baderan, 2009, pp. 10-11).

As knowledge develops, ecology becomes an interdisciplinary study, giving rise to science that connects nature and literature. This field is known as ecocriticism. This scholarship is in line, because literature can reveal events that involve the environment as the object of study (Sugiarti, 2017, p. 397). Ecocriticism is often called extrinsic science because it is related to nature and the environment, causing it to leave literary science. However, ecology indirectly influences literature (Endraswara, 1964, p. 60).

Ecocritical theory combines literature and ecology. Literature deals with imaginative things, but literature sometimes discusses reality. Ecology discusses environmental, social, political and cultural issues or issues (Juanda, 2016, p. 9). Ecocriticism is a term that implies literature and ecology. Eco and Critic come from the Greek "oikos" and "ir" critical and both mean "house judge" outdoor writing, love the color green. The author writes the benefits and drawbacks that describe the culture and surrounding environment (Juanda, 2016, p. 1; Howarth, 1996, p. 75). Ecocriticism relates to humans realized in their role as a species globally. In this case it cannot be separated from cosmopolitan which transmits culture, the natural environment, economics and social, community-individual in the future to observers of humanity in the world (Juanda, 2016, p. 5).

Ecocriticism offers solutions to overcome environmental problems included in its study, namely the reciprocal relationship between humans, nature and literature. Literary ecology emphasizes the interdependence of humans and natural processes within the framework of ecosystems and aims to humanize the environment. Through this study, people will be able to distance themselves from negative behavior such as drugs, pornography and acts of violence. This shows the educational aspect of literature in the environment (Endaswara, 2016, p. 40).

### **C. The Division of Ecocriticism**

The term ecocriticism is divided into two things, namely the context of natural ecology and cultural ecology (Widianti, 2017, pp. 7-8). *First*, natural

ecology. Natural ecology emphasizes aspects of nature as inspiration for literary works and ecological studies which emphasize defense or advocacy against environmental damage caused by human actions. In connection with the natural ecological context related to literature, studies with a natural environmental perspective can focus on the narrative content of literature. On the other hand, studies with an ethical perspective can focus on several contents (1) an attitude of respect towards nature, (2) an attitude of responsibility towards nature, (3) an attitude of solidarity towards nature (4) an attitude of love and concern for nature, (5) attitude of not disturbing natural life in literary works. From the five insights of this study, the understanding of literature is complete (Endaswara, 2016, p. 45).

*Second*, cultural ecology, this is determined by lifestyle patterns and differences in regional characteristics. The study quoted by Sugiarti defines cultural ecology etymologically as coming from the words ecology and culture. Cultural ecology in literature comprehensively reveals the involvement of the surrounding environment as an object of study. The socio-cultural background can influence a character's character or a character's character is formed from the social life that raised him (Sugiarti, 2017, p. 397).

Cultural ecology is defined as the process of human adaptation to the environment which is intended to meet needs based on society's culture (Kristiawan, 2017, p. 190). Furthermore, Kristiawan emphasized that cultural ecology means humans' ability to interact with the environment and be guided by cultural elements. Steward quoted by Kristiawan stated that cultural ecology

is understood as the main cultural features that are analyzed empirically for the use of the environment, the livelihood process is influenced by the way determined by the culture of the local community (Kristiawan, 2017, p. 199).

#### **D. Ecocriticism Lawrence Buell**

The study of literary ecology is often called ecocriticism, but quite a few people differentiate between ecology and ecocriticism. This lies in the scope of ecocriticism which emphasizes the critical aspect. Apart from that, both studies examine the same thing, namely the conception of the relationship between humans and non-humans (Pamungkas, Widodo, Suyitno, & Endraswara, 2018, pp. 480-481). The term ecocriticism was first coined and defined by American writer Lawrence Buell, namely the study of the relationship between humans and the environment. (Buell, 1995, p. 50) The explanation of Buell's ecocritical thinking is as follows:

##### **1. The relationship between humans, nature and text according to Buell**

In the book *The Environmental Imagination*, there are several concepts initiated by Buell regarding ecocriticism, including the concept of green cultural studies which expresses harmony between nature and text. Green culture studies are studies that discuss the environment and its preservation. Green is a symbol of something pleasant. Green culture studies describe phenomena where the center of study is located on earth (Buell, 1995, p. 50). Some examples of green culture studies are the behavior of sorting waste, campaigning for energy savings and the formation of a green village

movement (Lailia, 2014, p. 283). This study is also related to literary texts that have an ecological perspective so that they can foster a harmonious relationship between nature and the text. The state of this relationship in literary works can create peace of mind (Endaswara, 2016, p. 60) Ecocriticism is a study of green culture that describes the atmosphere that considers the earth to be green. Green earth will look cool and comfortable. This study is also known as green literature (Asmawati, 2019, p. 15).

As literary criticism with an environmental nuance, ecocriticism has a very important urgency in preserving nature through literary works, namely by criticizing nature through literary works, such as concern for excessive use of natural resources, cutting down trees, industrial development, forest burning, building construction. and its impact on human and non-human life (Juanda, 2016, p. 9) Literary criticism with environmental nuances aims to protect nature from human exploitation, realizing that the environmental crisis not only raises technical, scientific and political questions, but also cultural problems related to literary phenomena (Endaswara, 2016, p. 60; Buell, 1995, p. 53).

Buell's concept, which is known among experts in literary ecocriticism, is an intimate emphasis between humans and nature so that a close relationship can be established and not just based on literary theory. Recognizing nature in literature is a trend in studies that assumes that all of nature is often present in literature in different forms. The intimate relationship referred to by Buell shows the existence of reciprocity between



humans and nature so that humans and nature are connected to each other (Buell, 1995, p. 54). One example of the intimate relationship between humans and nature is the emergence of the green literature movement, one of which is in Indonesia, which was initiated by the Raya Kultura community, pioneered by novelist Naning Pranoto, showing the serious attention of a number of writers and literature lovers to nature and the environment (Wiyatmi, 2017, p. 66).

According to Buell, ecocriticism must occupy human reflection in viewing nature as something that must be protected and cared for. This concept shows serious attention to nature and how to protect it. In this concept, it is very important to pay attention to the conditions of environmental damage that occur, the amount of exploitation carried out excessively by humans must be realized that this can damage the living ecosystem. From here, humans will instinctively realize that they will be very dependent on nature, as well as nature which will remain green if preserved by humans (Buell, 1995, p. 60).

The theoretical concept put forward by Buell demands the presence, togetherness and integrity of several theories that are relevant and concerned with literary and environmental studies, including literary theory, ecological theory and cultural theory. As Oppermann's idea is that ecocriticism must focus on the textual strategies of literary texts in building ecological discourse about the way humans interact with other life (Oppermann, 1999, pp. 29-35). Buell's concept is also in line with Grandón and Love's thoughts that the

ecocritical approach explores the natural landscape in literature to see the relationship between humans and their natural environment (Love, 2003, p. 100; Grandón, 2016, p. 2). And Glotfelty and Fromm stated that ecocriticism is the study of the relationship between literary works and the physical environment (Glotfelty & Fromm, 1996). In contrast to Clark and Garrard who think that the emergence of ecocriticism is caused by the global environmental crisis and ecocriticism can help determine, explore and overcome ecological problems (Dewi, *Ekokritik Dalam Sastra Indonesia: Kajian Sastra Yang Memihak*, 2016, pp. 20-21; Endaswara, 2016, p. 82; Indrastuti, 2018, p. 365; Garrard, 2004, p. 250).

## 2. The scope of Buell's ecocriticism

There are several focuses of Buell's ecocritical studies and several expert opinions, including examining the ins and outs of the environment that influence literary images. The surrounding environment influences literary works, because humans cannot be separated from their environment from the moment they are born. Literary works are the implementation of the author's experience of the surrounding environment. Literary works are considered to be a reflection of the author's imagination inspired by the surrounding environment. This experience is the forerunner to the birth of literary works (Buell, 2005, p. 49).

Examining the breath of the environment reflected in literary works. Literary works function as a medium for exploring environmental aspects in ecological literary works. The ecological literature in question refers to works

that contain green environmental elements that can create a healthy, beautiful and cool atmosphere, or the exploitation of nature and its impact on living systems. Ecological literature occupies a position of human reflection in viewing nature as something that must be protected and cared for (Buell, 2005, p. 55).

Examining the environmental reception of literary works with ecological nuances. The purpose of reception here is that literary works function as a starting point in the environment as a reaction or comment on the conditions that occur. This means that every literary work with an ecological nuance is written because of excessive exploitation of nature in the author's own area (Endaswara, 2016, p. 87).

The scope above can be studied separately or simultaneously by researchers depending on needs

The ecological focus that has been mentioned can be studied by each researcher either separately or all at once depending on needs.

### 3. The role of ecocriticism towards humans, nature and the environment

Literary ecocriticism has a role in human life which is understood from three aspects, namely:

#### a) Ontological aspects

Ecocriticism is a way of looking at literature to relate facts about beauty in the environment. Buell held the principle that the strongest view was not literary theory, but practical experience of the environment for literature. According to him, the correct principle of ecocriticism is to

emphasize human ability to understand and become acquainted with nature itself (Buell, 1995, p. 89).

b) Epistemology aspect

This aspect is related to the concept that literature exists based on environmental demands. Environmental experts have expressed concern about rapid population growth, excessive use of natural resources, cutting down trees, building industry, burning forests, building buildings and their impact on humans. In line with that, the ecocritical paradigm always focuses on environmental aspects. The paradigm itself can be interpreted as an overall picture of a phenomenon, where literature is present based on environmental conditions (Rueckert, 1996, p. 76)

c) Axiological aspect

There is a symbiotic relationship between the environment and literature itself. This relationship can be assumed that all nature is often present in literature in different forms. Ecological literature is a way of looking at environmental issues from a literary perspective. Meanwhile, the environment will remain sustainable with literature (Endaswara, 2016, p. 68).

Ecocritical studies are very suitable for exploring environmental aspects in a literary work with an ecological nuance. The ecological literature in question refers to works that contain elements of the environment and the universe, thus creating a beautiful atmosphere, criticizing the government and

irresponsible elements, to raising the issue of poverty in countries (Goodbody, 2007, p. 132).

From this it is concluded that studying literary works using ecocriticism will explain that nature and the environment cannot be separated from literary works such as in the novel "*Where the Crawdads Sing*" by Muhammad Ibrozi which depicts the connection between humans who are in direct contact with nature (Ibrozi, 2007, p. 24).

There are several ways to imagine and describe the relationship between humans, nature and the environment, namely by tracing the development of the movement and exploring concepts related to ecocriticism:

a) Pollution

Pollution is a serious problem that can change people's relationships with their environment and each other. The impacts of pollution can vary, from negative effects on health to broader social and economic impacts. Therefore, addressing and mitigating pollution is important to promote a more balanced human relationship with the environment.

b) Wilderness

The importance of forests for humans is enormous, and maintaining forest sustainability is a must. Forest protection and preservation is a shared responsibility to support human welfare and maintain the balance of the Earth's ecosystem.

c) Disaster

It is important to create effective disaster planning and a good risk mitigation system. It involves cooperation between governments, communities, and humanitarian organizations to identify potential disasters, plan rapid and efficient responses, and develop sustainable recovery efforts

d) Animals

The connection between animals and humans covers a wide range of aspects, from positive emotional connections to negative environmental impacts. It is important to have a balanced and sustainable relationship with animals and consider their welfare and the impact of human activities on the sustainability of ecosystems and animal species.

e) earth.

The interconnectedness of humans and the Earth is a mutual dependency in which humans influence the Earth and vice versa. Therefore, it is very important for humans to have a sustainable and responsible relationship with this planet so that the sustainability of human life and the Earth's ecosystem can be maintained.

The specific target of ecocriticism is literary works with ecological nuances. From this it can be concluded that the focus of ecocritical studies is always the ecological context (Sawijiningrum, 2018, p. 80).

In the novel "*Where the Crawdads Sing*" it is told about the behavior of children who really admire nature. Proven by admiration for the beauty and beauty of the female deer in the forest. Nature also protects them from rain

and storms, and protects them from the hot sun. But on the other hand, if nature is disturbed then nature will retaliate, as told in the short story that the lion will kill the prince if he is disturbed and the prince does not obey the applicable rules (Ibrosi, 2007, p. 25).

Therefore, it is relevant for this research to use Lawrence Buell's ecocritical theory which offers four concepts: (1) green culture which expresses harmony between nature and text; (2) literary criticism with environmental nuances; (3) emphasizing the intimate relationship between humans, nature and the environment; and (4) human awareness that nature must be protected and cared for (Buell, 1995, p. 79). From these four concepts, the researchers can answer the problems studied: (a) knowing the portrait of children's sensitivity to the environment, (b) knowing things that influence children's sensitivity to nature and environmental conservation, (c) knowing the implementation of children's concern for nature and environmental conservation.

## **CHAPTER III**

### **RESEARCH METHOD**

The research method is a process of scientific analysis to obtain data in order to solve a problem or aim to scientifically prove a hypothesis based on existing facts (Jensen, 1991, p. 96; Mami, 2019, p. 67). Research methodology is composed of research types, data sources, data collection techniques, data validation techniques, and data analysis techniques. So that readers can clearly understand the methodology of this paper, the author will explain it in detail as follows:

#### **A. Reserch Design**

This research is classified as qualitative research, namely by searching data in the form of text thoroughly and describing the text systematically and in detail (Patil, 2019, p. 105) This research is called qualitative research because this research aims to find out a portrait of children's sensitivity in protecting the environment, in the form of children's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen; reveal the factors behind children's sensitivity to nature; and understand the impact of children's sensitivity to nature on individuals, families and society. The form of children's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrance Buell's perspective.



## **B. Data Source**

The significance of data sources in research cannot be overstated; errors within can invalidate the entire study (Kurniawan, 2018, p. 34). This study utilized two primary data sources: primary and secondary. Primary sources, including Delia Owen's novel "Where the Crawdads Sing," provide first hand opinions and interpretations, offering a rich narrative exploring nature and the environment (Pillai & Kaushal, 2020, pp. 1-8; Patil, 2019, p. 112).

:

## **E. Data Collection**

The author employs a specific data collection technique to address the issues in this paper (Seni, 2012, p. 43). This technique involves two primary methods: reading and note-taking. The reading technique entails thorough examination of various documents such as papers, newspapers, or books to extract target data (Seni, 2012, p. 47). Steps involved include reading "Where the Crawdads Sing" to grasp its essence and analyze sentences pertaining to children's sensitivity to nature. Subsequently, sentences are marked using a pencil and highlighter. Complementing this is the note-taking technique, an advanced method of recording data post-reading (Mami, 2019, p. 100). Initial steps involve jotting down words or sentences depicting children's sensitivity to nature in the novel. Following this, causes behind these portraits are meticulously noted.

## **F. Data Analysis**

After data collection, the researchers proceeded to data analysis, crucial in qualitative research (Santosa, 2017, p. 45). Following the Miles and Huberman qualitative data analysis model (Miles, Huberman, & Saldana, 2013, p. 408), they underwent three stages. Firstly, data reduction involved simplifying and selecting data, focusing on ecological data from "Where the Crawdads Sing" through Lawrence Buell's perspective. Secondly, data presentation required systematic organization, often utilizing visuals like tables and graphs, categorizing data according to Buell's proposed categories. Lastly, drawing conclusions involved condensing data into concise insights, aligning with Buell's perspective, and providing a brief description of the ecological meaning..

## CHAPTER IV

### FINDINGS AND DISCUSSION

In the findings and discussion chapter, the researcher presents the findings and analysis results of the novel "*Where the Crawdads Sing*" by Delia Owens yang has been communicated with the ecocritical theory of Lawrence Buell. Novel "*Where the Crawdads Sing*" is a work of children's literature with an ecological nuance written by Delia Owens. This novel describes the attitude of the main character who lives side by side with nature, how the relationship occurs, and what prohibitions should not be made so that nature does not get angry. The main character's relationship with nature makes this novel very suitable for children to read so that it can stimulate children's sensitivity to nature and the surrounding environment. Apart from that, this novel uses a clear language style, there are no figures of speech or parables that make it difficult for children and is accompanied by pictures so that it makes children interested in reading it (Owens, 2019, p. 20)

Buell stated that there is a connection between humans, nature and texts. From here several concepts emerged, including: (1) green culture which expresses harmony between nature, humans and texts, meaning that a green culture study is a study that discusses the environment and its preservation; (2) as literary criticism with an ecological nuance, ecocriticism has an important urgency in preserving the environment through literature; (3) emphasis on intimacy between humans and nature, namely the existence of reciprocity between humans and nature so that humans and nature will be connected to each other; (4) the existence of human

awareness of nature, this concept shows serious attention to nature and how to protect it (Buell, 1995, p. 90).

Researchers found several data that can show a portrait of children's sensitivity to nature and the environment, factors that influence children's sensitivity to the environment, and the impact of children's concern for the environment based on Lawrence Buell's theory, namely:

**1. Kya Clark's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's perspective**

A portrait of a child's sensitivity to nature is an illustration that the child has concern for nature and has an emotional connection. Researchers found data that can show the existence of a strong relationship between children and nature in the novel "*Where the Crawdads Sing*" by Delia Owens (Owens, 2019, pp. 1-400). A portrait of children's sensitivity to nature is depicted with children's admiration for the beauty of nature, awareness of nature protection, and using nature inappropriately. As the researchers explain in the table below (Buell, 1995, p. 96):

Tabel 1. Forms of Children's Sensitivity to Nature in the Novel "*Where the Crawdads Sing*" Based on Lawrence Buell's Perspective

<b>Type of sensitivity</b>	<b>Forms of sensitivity</b>
Children's love for nature	Obey the deer's instructions Don't kill animals in the forest Do not exploit
Children's emotions towards nature	Delight in the beauty of the forest Sadness when leaving the forest Awareness of nature protection

Portrait of children's sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owens. Researchers summarize in Table 1. Portrait of Children's Sensitivity, with detailed data, namely (1) children's love of nature: obeying deer instructions, not killing animals in the forest, not exploit; and (2) children's emotional connection to nature: joy at the beauty of the forest, sadness when leaving the forest, awareness of nature protection. The explanation of the portrait of children's sensitivity is as follows:

a. Children's love for nature

Children's love of nature is an illustration of children's attitudes towards viewing nature. Nature is described by children as something amazing because of its beauty and something that must be protected and obeyed because if not, nature will be angry and cause disasters that are detrimental to humans. Children's love for nature can be seen from two aspects, namely loyalty and affection (Mukti, Utami, & Puspitasari, 2020, p. 32). The explanation is as follows:

1) Obey the deer's instructions

The main character's obedience to the deer's instructions in the novel "*Where the Crawdads Sing*" shows the existence of a familial relationship between humans and nature. This relationship occurs because humans have been in contact with nature for so long and have developed concern and love for each other.

*"One day, when they were growing up, the deer said to them, "You have now grown up, you cannot stay here for long, I advise you to go and find a suitable place to live in, and you live in "There like most people live in the city, but you have to choose a place to live that is close to the king's palace" (Owens, 2019, p. 35)*

Obedience to the deer's instructions can be seen by the attitude of the main character in obeying the advice given by the deer to leave the forest. The deer giving this advice does not necessarily expel the main character from the forest, but the main character has lived and been in contact with the forest for a long time so that the main character feels the need to interact with fellow humans outside the forest. The interactions that occur between the main character and the deer show that there is a family relationship between them, making the main character obey the advice given by the deer to show obedience and love for the deer (Owens, 2019, pp. 35-45)

If we refer to Lawrance Buell's theory, the relationship between the main character and the deer shows a strong interaction between humans and nature, giving rise to interconnectedness and dependence on each other. This concept can also refer to human reflection in looking at nature, which is represented by the main character's obedience or obedience to the deer in the forest because they consider the deer as family (Buell, 1995, p. 43).

The actions carried out by the main characters in obeying the instructions given by the deer show their love for nature and consider nature as their existence which cannot be separated, thus creating a connection with each other, for example, when nature is sad then humans will be sad, when nature is damaged then people will be angry (Buell, 2005, p. 54).

## 2) Don't kill animals in the forest

The main character in the novel "*Where the Crawdads Sing*" has lived in the forest since childhood. It is not surprising that the forest is considered a second home for them. From here the main character grows into a person who loves and respects the forest, for example the main character does not disturb or kill animals in the forest.

Prince : How can I get through that door if it is guarded by  
4 wild animals? I can't kill 4 animals at once

Pious people : You don't have to kill them and they kill you  
(Owens, 2019, p. 45)

The main character in the novel "*Where the Crawdads Sing*" has lived in the forest since childhood. It is not surprising that the forest is considered a second home for them. From here the main character grows

into a person who loves and respects the forest, for example the main character does not disturb or kill animals in the forest (Owens, 2019, p. 54)

The action taken by the main character by not killing animals in the forest can be related to Buell's theory that ecocriticism views the role of humans in protecting nature and the environment. (Buell, 2005, p. 55) The advice given by the traveler not to kill the four lions in the forest is a real action to protect and preserve nature. From here comes the awareness that nature will provide reciprocity to humans. If humans look after nature, then nature will look after humans, and if humans destroy nature, nature will harm humans, just like the lion doesn't kill the main character because the main character doesn't disturb and kill the lion first (Owens, 2019, p. 65)

### 3) Do not exploit

The love of nature contained in the novel "*Where the Crawdads Sing*" can also be seen in the actions taken by the main character by not exploiting the forest. Exploitation in the novel is not using the forest properly. This action is motivated by the character Bibi using the forest as a tool to kill the main character, thus making the main character aware that nature must be used positively.

"After the children had gone to sleep and the aunt had assured them of their sleep, she left them to sleep under the tree until the predatory animals in



the forest came to eat them, because they were still small and could not protect themselves, and no one else look after them.” (Owens, 2019, p. 75)

The main character's awareness of not using the forest properly is due to the aunt's use of nature as a tool to kill the main character. Bibi uses the beauty of the forest to attract the main character to follow him into the forest, then Bibi uses the ferocity of the animals to kill the main character. The aunt's persuasion by utilizing the elements found in the forest also succeeded in attracting the main character's interest, as evidenced by the main character's enthusiasm (Owens, 2019, pp. 75-76)

Researchers link the action carried out by the aunt with Buell's ecocriticism which emphasizes the critical aspect of humans exploiting nature. Researchers concluded that Bibi's attitude was a criticism of the many individuals who exploit nature excessively, such as the many cases of illegal and illegal logging of forests, excessive oil and gas mining that occurs in the Middle East region, and gold mining at PT Freeport has given rise to a lot of natural damage and conflict between humans (Hasan, 2017; Noroozi, 2017; Setiawan, 2020).

The findings of this research state that a form of children's love for nature is obedience to nature, not killing animals, and not exploiting them. The researcher's findings are in line with Buell's theory which states that this form of love shows dependence, interconnectedness, and the existence of a symbiotic mutualism between humans and nature (Buell, 1995, p. 43) The

findings of this research are also further strengthened by the theories of Opperman, Love and Grandon with the exploration of the landscape nature in literature to see the relationship between humans and their natural environment (Oppermann, 1999; Love, 2003; Love, 2003).

The findings of this research state that a form of children's love for nature is obedience to nature, not killing animals, and not exploiting them. The researcher's findings can be compared with the many researchers who state that humans and nature are one unit that loves and needs each other (Barry, 2002, p. 65; Taqwiem & Alfianti, 2020, pp. 1-2; Arisa, Muhlis, Srimularahmah, & Rahmi, 2021, p. 74). In other research, it turns out that there are those who argue that ecocriticism will be considered narrow if it only limits acts of obedience, exploitation and illegal hunting, but ecocriticism can also be used to solve the problems of the industrial revolution by utilizing aspects of natural beauty (Syakir, 2018, p. 40; Rahmayati & Rengganis, 2019, p. 97).

Children's love for nature, which consists of obeying the deer's instructions, not killing animals, and not exploiting them, turns out to be the basis for children to grow into individuals who are responsible and sensitive to the surrounding environment. This is very much needed in facing the ecological crisis which is often caused by irresponsible individuals. Children's love for nature is also really needed by humans to avoid nature's anger which causes landslides, flash floods, food crises and so on.

b. Children's emotions towards nature

Children's emotional relationship with nature is caused by children's interaction with nature over a long period of time so that this fosters feelings for each other such as feelings of happiness, sadness, anger, and others. Ecocriticism is related to human emotions through critical approaches (Shoba & Ngaraj, 2013, pp. 85-96) Researchers found that there is an emotional relationship between humans and nature, namely joy, anxiety and conservation as below:

1) Delight in the beauty of the forest

Emotions in the novel "*Where the Crawdads Sing*" are manifested by the main character's joy at the natural beauty that is still preserved. The beauty in question is the beauty of the forest which is still beautiful and inhabited by a variety of flora and fauna, and far from the hustle and bustle of outside society.

"One day the prince was playing with the princess in the palace garden, then the aunt persuaded them to go with her to the forest and play there. He promised to show all the beautiful things and good game hidden under the trees" (Owens, 2019, p. 75)

Children's joy in nature is shown by the main character's admiration for the beauty of the pristine forest. The forest is considered a very beautiful place because of the many creatures that live in it and there are

still mysteries that have not been solved. The main characters' enthusiasm for the forest increases when their aunt tells them about the forest and intends to take them for a walk there (Owens, 2019, p. 76)

If we refer to Buell's concept, the aspect where the character's admiration for natural beauty is related to the ontological aspect which links literature with natural beauty (Buell, 1995, p. 45; Pan, 2018, p. 43) Beauty raises human awareness that natural beauty is an aspect which must be maintained and preserved. This view gave birth to a green culture that expresses harmony between nature, humans and text. In the novel "*Where the Crawdads Sing*" nature is represented as a forest that has a diversity of flora and fauna, humans are described as admiring the main character for the beauty of the forest and the text is described in literary works with ecological nuances (Buell, 2005, p. 98; Owens, 2019, p. 76).

## 2) Sadness when leaving the forest

Emotional sadness in the form of sadness in the novel "*Where the Crawdads Sing*" occurs as a result of humans' separation from nature which they consider to be part of themselves. In this novel, the interaction between the main character and the deer is told.

"The deer said goodbye to them and they also left the deer, tears streaming down their eyes. The deer walked along with them until they came out of the forest" (Owens, 2019, p. 76)

The emotions of the main character are shown intensely when the deer delivers the main character's family from the forest. When the deer was about to say goodbye to the main character to leave, they both cried. The main character considers the deer as a second father and a protective figure who looks after them when they are in the forest (Owens, 2019, p. 76).

This emotion can also support the social development of the main character and make them more sensitive to the surrounding environment (Siswanti, Daud, & Jalal, 2021, p. 227; Carter, 2016, p. 9; Tirtayani, 2014, p. 20) This opinion also supported by Igayanti, Ekawati, and Shalima that emotions that occur between humans and nature can occur due to long-term interactions between humans and nature (Igayanti, Ekawati, & Shalima, 2019, p. 76; Novianti, Wasana, & Rosa, 2020, p. 40; Ibrosi, 2007, p. 15) The main character realizes that the deer who have been taking care of them in the forest also feel sad, but he is willing to let them go. This sensitivity is proven by the main character's opinion of leaving the forest for the sake of the deer and for their own good (Owens, 2019, p. 80)

### 3) Awareness of nature protection

The emotional relationship between children and nature can also be marked by the main character's awareness of nature protection. This protection can be seen when nature provides comfort and freedom to the main characters so that they can live in the forest safely.

"The deer continued to accompany them during the day and guard them at night until no enemy came near them, no evil touched them." (Owens, 2019, p. 77)

There is an ecological value that shows nature's intervention in protecting humans. Deer protect and protect the main characters from all kinds of evil that will touch them by accompanying them and many trees that shelter the main characters when they are in hot conditions, heavy rain storms, and protect them from the hot sun. This is what causes the main character to live freely in the forest as in the data below (Owens, 2019, p. 77).

"They are now sleeping under umbrellas that can protect them from rain and storms, and protect them from the heat of the sun. Their bodies have now become big. They have all grown up after their childhood was over." (Owens, 2019, p. 77)

The main character's awareness that nature protects them, this can be seen by the behavior and behavior given by nature itself towards them. First, there is awareness of the protection of living creatures in the form of deer towards the main character in the novel "*Where the Crawdads Sing*" day and night so that the main character feels safe and there is no disturbance from wild animals in the forest. Second, the main character's

awareness that plants protect them by providing a comfortable place in the forest so that the main character can avoid storms and the heat of the sun (Owens, 2019, p. 80)

The findings of this research state that children's emotional connection to nature is joy at the beauty of the forest, sadness when leaving the forest, and awareness of nature protection. The findings of this research are in line with Buell's theory which states that emotional relationships are a form of intimate relationship between humans and nature (Buell, 1995, p. 43) The findings of this research are also further strengthened by Opperman's theory which states that intimate relationships refer to harmonious relationships that involve human emotions with nature, giving rise to feelings of happiness, sadness, anger, worry and so on (Oppermann, 1999, pp. 29-35).

The findings of this research state that children's emotional connection to nature is joy at the beauty of the forest, sadness when leaving the forest, and awareness of nature protection. The researchers' findings can be compared with many studies which state that nature and humans have an emotional relationship, characterized by human concern and responsibility for nature as well as nature's concern for humans by providing protection from future disasters (Rahayu, Muhtadin, & Sobarna, 2020, p. 216; Ramadhani, Nensilanti, & Suarni, 2020, p. 38; Syarif, Tang, & Usman, 2021, p. 306; Uniawati N. , 2017, p. 245; Christinawati, 2018, p. 194).

This researcher's findings apparently are not in line with research conducted by Solehah, Ananingdyah, and Irawan which states that emotional relationships are also related to spiritual values that connect humans, nature and God as found in Rumi's poetry which represents spirituality in four aspects, namely human relationships, meaning of life, life goals and transcendence relationships (Soleha & Retnaningdyah, 2019, p. 117; Irawan, 2017, p. 20).

The child's emotional relationship, which is described by joy at the beauty of the forest, sadness when leaving the forest, and awareness of nature protection, turns out to make the child a person who has empathy for nature and the surrounding environment. This personality is really needed by children when they grow up because children will be able to easily socialize, live in groups, and help each other, especially when natural disasters occur. Apart from that, this personality encourages children to be more critical in viewing nature as a place that must be protected and preserved.

## **2. influence Kya Clark's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrence Buell's**

In the novel "*Where the Crawdads Sing*" by Delia Owens, there is a form of children's sensitivity to nature which is represented by children's love for nature; obey the deer's advice, don't kill lions, don't take advantage of nature.



And children's emotional connection with nature; the main character's joy at the beauty of nature, the main character's sadness when parting with the deer, and awareness of nature protection. Researchers found several factors that influence children's sensitivity to nature in the novel "*Where the Crawdads Sing*" as shown in the table below.

Table 2. Factors that can influence children's sensitivity to nature and the environment in the novel "*Where the Crawdads Sing*" by Delia Owens based on Lawrence Buell's perspective

<b>Type of sensitivity</b>	<b>Forms of sensitivity</b>	<b>Factors influencing sensitivity</b>
The factor of children's love for nature	Obey the deer's instructions	Consider deer as family There is family influence
	Don't kill animals in the forest	Be aware of nature's anger
	Do not exploit	Concern for caring for nature
Children's emotions towards nature	Delight in the beauty of the forest	Forest sustainability
	Sadness when leaving the forest	There is separation
	Awareness of nature protection	There is friendship with nature

The factors underlying children's sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owens are summarized in Table 2. These are considering deer as family, influence from family, awareness of nature's anger, concern for caring for nature, admiration for the beauty of the forest, a friendship with nature. The explanation is as follows:

a. The factor of children's love for nature

There are several factors that underlie children's love of nature in the novel "*Where the Crawdads Sing*", namely considering deer as family,

influence from family, being aware of nature's anger, and concern for caring for nature. The explanation is as follows:

1) Consider deer as family

The main character's obedience to nature is because the main character considers the deer as a family figure who always looks after, protects, and cares for the main character in the forest. From here, the main character considers the deer as their father figure who always accompanies them day and night and makes him a role model. Because of this, deer are considered their role models and must be obeyed.

“They thanked the deer for what he had done for them, such as helping and sympathizing, caring and guarding him day and night. They feel the pain of ending their free life in nature in the middle of the forest” (Owens, 2019, p. 78)

"They had lived in the forest for 4 years until the oldest prince was 16 years old, the second prince was 14 years old, and the princess was 13 years old" (Owens, 2019, p. 79)

The main character considers the deer as family who has been protecting them in the forest. Proven by deep gratitude while crying remembering that the deer guarded them both day and night. Not only does the main character consider the deer family, but the deer also consider the main character as family so that the deer give all their attention to the main character like their father. This makes the main character able to live

happily in the wilderness, and the main character can forget a crime committed by their own aunt.

The main characters can survive in the forest for quite a long time, namely four years until they grow up with characters formed by nature. The character of the main character who cares about the environment around him and can feel the emotions of other creatures cannot be separated from the influence of the deer that has accompanied them all this time. From this it can be seen that the main character considers the deer as a role model while the deer acts as a substitute for their father who must teach them commendable behavior so that they can be in contact with nature.

If we refer to Buell's theory, the main character who considers deer as brothers shows the close relationship between humans and nature itself. The main characters consider nature to be part of themselves so they are able to live comfortably in the forest without worrying about being eaten by wild animals. Then this can also stimulate the main character's sensitivity to nature, thereby making the main character more mature and have independence when living in the wild. The theoretical concept put forward by Buell emphasizes presence and togetherness so that it can form a good interaction relationship between humans and nature. This can also be seen when the main character is with nature for a long period of time, so this is enough to build a family relationship with nature (Buell, 1995, p. 45).

## 2) There is family influence

The family has an important role in developing children's character, especially regarding their love of the environment. The love given by parents indirectly makes children aware that they must do this for the environment around them. Likewise, negative things also have an influence on children's character (Ummahi & Fitri, 2020, pp. 34-36). Sometimes children also consider positive and negative things treated by the family to be a benchmark for children's attitudes towards the environment. The main character's family in the novel "*Where the Crawdads Sing*" represents good and evil characters. The love received by the main character is given by the father while the hatred received by the aunt is given by the mother. From here the main character can take a stance on how they should implement it towards the surrounding environment.

### a) There is a father's love

A father's treatment of the main character makes the main character realize what love means. The main character in the novel implements what his father did to their siblings.

"The King's love increased for his children, after his mother died he loved them so much that he replaced something in them after her death, such as a mother's tenderness and love for them, therefore the King asked them when he came, thought about them when he came in, gave advice when they go out ask them when they sit down for breakfast, lunch, tea or dinner" (Owens, 2019, p. 106)

The father's love for the main character subconsciously influences their behavior and they care about the environment around them. This affection affects their emotions and behavior (Owens, 2019, pp. 106-107) Then the main characters implement it towards nature when they are thrown away by their aunt in the forest. The love given by their father made them strong and cared for each other, then made it easy for them to adapt to the forest environment.

b) There is aunt's hatred

The aunt's hatred towards the main character is motivated by jealousy towards the main character because he is loved more by the king since his wife died. This creates hatred towards the main character and intends to separate the main character from the king.

"Meanwhile, their aunt really hated the King (her older brother) for his treatment of his children, so she planned something cunning to keep them away from the King" (Owens, 2019, p. 110)

The excessive affection given by the king towards the main character gives rise to the aunt's jealousy and hatred towards the main character. Bibi also has an evil plan to separate the main character from the king. They feel sad and hurt like Auntie feels. By utilizing the

beauty and preservation of nature, Bibi succeeded in separating the main character and the king. After the main character falls into the trap that his aunt has prepared, namely being abandoned in the wilderness, the main character becomes aware of the bad behavior carried out by their aunt. From here they assume that nature cannot be used for things that are not good and humans must be friends with nature (Owens, 2019, pp. 110-112).

This shows that children's sensitivity to nature is influenced by their father's love and aunt's hatred. Both positive and negative things given by the family make the main character aware of his attitude towards nature and the surrounding environment. Nature must be considered like a human being, and nature must not be used inappropriately (Wuryandani, 2010, p. 39).

## 2) Be aware of nature's anger

Humans and nature have a very strong interaction relationship and a relationship of mutual care for each other. This relationship causes humans to realize that there are consequences that must be accepted when nature is disturbed. The main characters in the novel "*Where the Crawdads Sing*" know the consequences that they must accept if nature is disturbed, this is what causes them not to disturb nature and prefer to protect it.

If you get closed scissors, don't harm yourself and don't go near the door, lest the wild animals tear you apart and the lions will tear you into pieces before you get to the door" (Owens, 2019, p. 130)

The advice given by the pious man makes the main character realize that if they don't need to kill the four lions guarding the door, they must obey the rules that have been set in that area, namely that they must look at the big scissors above. If the scissors are open then they can enter safely, and if the scissors are closed then they cannot enter. The main character listened to this advice and thought that there was no need to disturb the four lions who were still sleeping soundly and they did not force their way in when they did not fulfill the existing requirements.

If we refer to Buell's theoretical concept, this can be related to the role of ecocriticism towards humans, nature and the environment itself which can be seen from several things, namely (a) pollution, (b) wilderness, (c) disasters, (d) housing, (e) animals, and (f) earth. In the novel "*Where the Crawdads Sing*" three aspects can be seen that describe humans, nature and the environment, namely the wilderness, the place of residence and the earth. (Sawijiningrum, 2018, p. 34; Buell, 1995, p. 43) The main characters make the forest their home and have an emotional connection with the creatures in it. From here the main character knows the consequences that would occur if nature were angry with them, such as loss of trust, and they could even be killed.

### 3) Concern for caring for nature

The factor that causes not using nature is because children care about nature. The main character's awareness of the action of using nature carried out by the aunt makes the main character care for nature.

“You don't have to kill them and they kill you. But when you approach the door look above it, you will get a large pair of scissors. If you can find open scissors, go in and you will be safe because the wild animal will not attack you and will not harm you. If you get closed scissors, don't harm yourself and don't go near the door, lest the wild animals tear you apart and the lions will tear you into pieces before you get to the door (Owens, 2019, p. 130)

The main character's concern for caring for nature can be known by the actions he takes, namely (1) the main character protects nature as nature protects them; (2) the main character realizes not to disturb the animals in the forest; (3) the main character respects the rules in the forest; (4) the main character does not overexploit the forest.

If related to Buell's concept, the main character's concern for caring for nature shows the harmonious relationship between humans and nature. This relationship concerns emotional problems that occur between the main character and the forest (Buell, 1995, p. 88) This concept refers to human reflection in protecting nature and the environment itself. This concept is



considered important because it sees or is aware of the conditions of natural damage that occur. In this case, the main character in the novel is aware of the importance of protecting nature and is aware of the impact of natural damage (Buell, 1995, p. 88) his condition has become a serious concern for many groups, giving rise to a lot of research discussing awareness and the dangers of destroying nature (Widyaningtyas & Liliani, 2020, p. 45; Glotfelty & Fromm, 1996, p. 98; Harsono, 2008, p. 43; Pamungkas, Widodo, Suyitno, & Endraswara, 2018, p. 55).

The findings of this research state that the factors underlying children's love of nature are considering nature as family, the influence of family, being aware of nature's anger, and caring about caring for nature. This researcher's findings are in line with Buell's theory which states that the love factor is based on the fact that humans and nature have a very strong relationship so that humans will have concern for nature and humans will make nature a part of themselves. (Buell, 2005, p. 56).

The findings of this research state that the factors underlying children's love of nature are considering deer as family, the influence of family, being aware of nature's anger, and concern for caring for nature. causing attachment to each other so that humans will realize the anger of nature and care about nature (Iskarna, Brameswari, & Astuti, 2020, p. 47; Wijanarti, 2019, p. 135; Amanat, 2019, p. 145).

The findings of this research state that the factors underlying children's love of nature are considering deer as family, the influence of family, being

aware of nature's anger, and concern for caring for nature. causing attachment to each other so that humans will realize the anger of nature and care about nature (Setyowati, 2018, p. 45; Anh, 2019, p. 326).

Children's love of nature is caused by three factors, namely considering deer as family, family influence, awareness of nature's anger, and concern for caring for nature. These factors underlie the character of children to become individuals who protect and love each other, both towards fellow humans and towards nature, such as the love of nature factor influences the character of the main character.

b. Factors influencing sensitivity

There are several factors that underlie children's emotions towards nature in the novel "*Where the Crawdads Sing*," namely the preservation of nature, separation from the forest, and friendship with nature. The explanation is as follows:

1) Forest sustainability

The excitement carried out by the main character shows the main character's admiration for the beauty of nature itself. This can be seen when the main character sees the natural beauty and various stars there.

"When the children woke up they found by their side a beautiful and beautiful female deer?" (Owens, 2019, p. 135)

The beauty of nature is described by the main character's admiration for the deer in front of them which is very beautiful and charming. Apart from that, when the main characters enter to explore the forest, they realize the beauty of the forest (Owens, 2019, p. 135).

If related to Buell's theory, there is a perspective in literature to relate the beauty of the existing environment (Buell, 1995, p. 100). This opinion was also strengthened by Glotfelty in campaigning for the existing green literary movement and one of them emphasized the beautiful aspects of the existing environment (Widyaningtyas & Liliani, 2020, p. 54; Glotfelty & Fromm, 1996, p. 99) From here gave birth to a green culture which includes beauty, culture, criticism, forest (Ibrosi, 2007, p. 13).

## 2) There is separation

One of the factors that causes the main character's sadness towards nature is because the main character will be separated from the deer that has been caring for and protecting them.

"The deer said goodbye to them and they also left the deer, tears streaming down their eyes. The deer walked with them until they came out of the forest." (Owens, 2019, p. 140)

Farewell to the deer in the forest makes the main character feel sad. This is because the main character considers the deer as a role model and

as a substitute for their father who cares for and protects them when they are in the forest themselves. They were forced to do this in order to obey or comply with the advice given by the deer for their good. Apart from that, the main characters also feel sad because they have to part with the forest which has provided a comfortable place for them so that they can live in peace (Owens, 2019, pp. 140-145).

### 3) There is friendship with nature

The protection provided by nature itself causes nature to protect this main character in the novel "*Where the Crawdads Sing*". This friendly relationship refers to interactions between living creatures. Interaction is usually understood as a similar relationship.

"The three little leaders live among the embrace of nature, living freely in a separate atmosphere, under a tree in the forest" (Owens, 2019, p. 140).

The main characters live in the embrace of nature for a long period of time, and they are healthy and fine. The friendship made by the main characters makes nature protect them and allows them to live freely in the forest without fear of threats posed by creatures with evil intentions in the forest (Owens, 2019, pp. 140-142)

The findings of this research state that the factors underlying children's emotional relationship with nature are forest preservation, separation from the forest, and friendship with nature. The findings of this research are in line with Buell's theory where there are two aspects that underlie this relationship, namely (1) the beauty aspect, where admiration arises because of the natural beauty that is sustainable and still beautiful; and (2) the friendship aspect, this aspect triggers joy, sadness, and protection provided by nature (Buell, 2005, p. 56).

The findings of this research state that the factors underlying children's emotional relationship with nature are forest preservation, separation from the forest, and friendship with nature. The findings of this research are in line with Buell's theory where there are two aspects that underlie this relationship, namely (1) the beauty aspect, where admiration arises because of the natural beauty that is sustainable and still beautiful; and (2) the friendship aspect, this aspect triggers joy, sadness, and protection provided by nature (Rahmayati & Rengganis, 2019, p. 45).

This researcher's findings are apparently not in line with several other researchers that what causes humans to become emotional with nature is because of the environmental crisis that has been occurring recently, making some people feel concerned and try to find a solution to the crisis (Asmawati, 2019, p. 1; Novianti, Wasana, & Rosa, 2020, p. 40; Ikhwan, 2020, p. 9; Putri, Rahman, & Afifah, 2019; Rini, 2018; Ulwatunnisa & Wiyatmi, 2020, p. 369; Anh, 2019).

Children's emotions can be formed well if children are introduced to nature and the environment from an early age. These emotions have an important role in children's growth and development, because children will have concern for fellow living creatures. This emotion can also prevent the emergence of individuals who don't care about nature and make the earth greener.

### 3. Impact of Kya Clark's sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owen based on Lawrance Buell's perspective

Children's exposure to nature has many positive impacts, one of which is improving the quality of life and character of children when they grow up. According to Palupi and Ratna, a positive attitude towards children's sensitivity to nature has an impact on the family, society and nature itself.

Table 3. Impact of children's sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owens based on Lawrance Buell's perspective

Type of sensitivity	Forms of sensitivity	Impact of Sensitivity		
		Individual	Family	Public
The factor of children's love for nature	Obey the deer's instructions	Obey the rules	Devoted	Role model figure
	Don't kill animals in the forest	Good attitude	Wise	Peace
	Do not exploit	Be a cheerful person	Happiness	Prosperity

Children's emotions towards nature	Delight in the beauty of the forest	Self-awareness	Protection of the family	Benefit
	Sadness when leaving the forest	Maturity	Loving each other	Well-being
	Awareness of nature protection	Moral resistance	There is preservation	There is attention

The impact of sensitivity to nature in the novel "*Where the Crawdads Sing*" by Delia Owens, researchers summarize in Table 3. Namely, there is an impact on individuals, an impact on families, and an impact on society. The explanation is as follows:

a. The impact of children's love of nature

The love of nature is realized by obeying the advice. Not killing lions and not exploiting nature will of course have an impact on individuals, families and society:

1) Impact on individuals

This child's sensitivity can also have an impact on individuals where children are considered more mature than usual. As in the novel, Athfalul Ghobah shows the main character's maturity by increasing his sensitivity to the environment, having good character, and being devoted to his family.

a) Obey the rules

The influence of the environment makes the main character in the novel become a person who obeys the rules. This is influenced by the main character surviving in the forest and obeying the rules in it so that they are not killed. This can also be seen by the main character's

obedience to the advice given by the traveler not to disturb and disturb the animals in the middle of their journey.

“You don't have to kill them and they kill you. But when you approach the door look above it, you will get a large pair of scissors”

(Owens, 2019, p. 160)

Obedience to the rules is shown by the main character's obedience in carrying out the advice given by travelers in the forest not to immediately kill the four lions, if they want to be enthusiastic. This was also influenced by following the advice of the deer who cared for them in the forest to be able to mingle with the surrounding community so that a good interaction could be formed between the main character and the community outside the forest (Ibrozi, 2007, p. 14; Buell, 1995, p. 65; Owens, 2019).

#### b) Good attitude

Good attitude is one of the impacts that influences a child's individual character caused by nature. This impact refers to the child's own attitudes and behavior which are classified as good behavior.



“My two brothers are dead, or they are in danger. big, no doubt, I have to go to check on the condition of my two brothers” (Owens, 2019, p. 171)

The worried attitude of the main character, the princess, when her two siblings did not return and the princess was worried that her sibling would die shows the existence of a mutually protective relationship between them when they were in the forest for a long time. This is proven by the main character, the princess, being willing to go looking for her two missing siblings and being willing to sacrifice the princess's life. This shows that there is a caring attitude towards each other which shows a good attitude or behavior towards each other (Owens, 2019, p. 20)

a) Be a cheerful person

One of the influences that nature has on nature is by forming a cheerful personality. This is motivated by the existence of something interesting and amazing in the forest, which makes the main character feel happy every day and there is no sadness that hits him.

“They had all eaten humming apples and brought 2 humming apples. they started singing along the way, they were very happy singing with their melodious voices” (Owens, 2019, p. 191)

This cheerful personality can be seen when the main character comes out of the forest and sings with his fellow brothers. This shows that they share happiness because they can meet and return again to their family who were previously thought to be lost and turned into stones. They represent this pleasure by singing songs of joy while eating fresh apples directly from the forest (Owens, 2019, pp. 191-192)

## 2) Impact on family

This child's sensitivity can also have an impact on the family where the child is considered more mature than usual. As in the novel, Athfalul Ghobah shows that there are several impacts that have a direct influence on the family, namely filial piety, firmness and happiness. The explanation is as follows:

### a) Devoted

The impact that nature has on nature can also affect one's own family. This can be seen in the character of the main character when they have not seen their father for a long time and when they do. Then they also remembered the deer's advice to always watch their behavior.

"The three princes became more filial when they met the king" (Owens, 2019, p. 192)

The direct impact that nature has on the main character can also be felt by the king, namely the main character becomes a dutiful person and obeys the king's orders when he returns to the palace. This also makes the king happy because of the behavior given by the main character towards the king. This devotion is also influenced by the contact between the main character and the environment in the forest (Buell, 2005, p. 54)

b) Firm

Nature also has an influence in developing a child's positive character so this also affects the family. This can be seen by the growing assertiveness within the main character.

"Then he was imprisoned for the rest of his life, a punishment for his actions" (Owens, 2019, p. 192)

The firm attitude of punishing members of his own family shows that there is no nepotism between the king and his own family. From this it can be seen, if someone is wrong then they deserve to be punished regardless of whether it comes from family, relatives or society. This firmness is influenced by the maturity of the main character in facing the attitude given by the aunt and the main character does not want revenge against the king for the crimes their aunt has committed.

However, the aunt still has to carry out the punishment according to existing regulations (Owens, 2019, pp. 192-195)

### c) Happiness

Another impact that nature has on the main character also influences the happiness of the main character's family. This is proven when the main character meets the king again who has been separated for a long time.

"The king welcomed his three children, and they also welcomed their father, they all hugged each other, they cried tears of joy at meeting after being separated for a long time and longing after being away for a long time." (Owens, 2019, p. 197)

When the main characters meet their father again, there is a glow of happiness between them. Happy because he was reunited with the child who had been separated for so long and the king still had no news of his condition. When the king met the main character, he found that the main character was in good health and without any deficiencies, the main character even looked more mature than when they first met. From here we had to cry, happiness broke out between the two of them (Owens, 2019, pp. 197-198)

### 3) Impact on society

This child's sensitivity can also have an impact on society where the main character is considered a person who provides a role model, peace and prosperity. The explanation is as follows:

#### a) Role model figure

The community makes the main character in the novel "*Where the Crawdads Sing*" their role model in terms of maturity and independence as a result of the child's maturity towards nature in the novel "*Where the Crawdads Sing*"

"Society also considers the three authors to be figures who can be friends with nature" (Owens, 2019, p. 200)

Knowing the story that occurs with the main character who can interact with nature makes people aware that the main character is used by the community as a human role model who can interact with the forest and living creatures. The main character lives in the forest with no intention of exploiting or having evil intentions, therefore making the main character able to make good friends with the natural surroundings and a symbiotic, mutualistic relationship between the main character and nature itself (Owens, 2019, pp. 200-205).

#### b) Peace

The impact of nature's influence on the main character allows society to live peacefully under the wheels of the existing government. This is due to the firmness of the king's leadership which makes the people feel safe.

"They don't think about anything except the benefit of society" (Owens, 2019, p. 209)

When the main character returns to his kingdom, the main character helps the king to control the wheels of government because the king already considers the main character to be mature enough and has a lot of experience because they are in contact with nature directly. (Arbain, 2020, p. 45). This was greeted enthusiastically by the local community. Then when the main character holds the wheels of government, society becomes more peaceful because there are many fair policies given by the main character so that the country becomes a country that is very much loved. (Owens, 2019, pp. 209-211)

#### c) Prosperity

From this it can be seen that the people were able to live more prosperously because the king was assisted by his three children in establishing the wheels of government.

"They don't think about anything except the benefit of the community, they and the community love each other, accept each other, think about them, have the hearts of every community throughout the country, and love and justice are spread evenly" (Owens, 2019, p. 210)

After the main character returns to the kingdom, the main character helps with government matters. As a result of the main characters' experiences when living in the forest, they can grow up and be able to care for each other and have the wisdom they have. The experience possessed by the main characters makes them able to run the wheels of government and only think about the benefit of society so that society can live fairly and prosperously (Owens, 2019, p. 211)

The findings of this research state that children's love of nature has an impact on individuals, families and groups. Individual, obeys the rules, has a good attitude, and is a cheerful person. Group, devoted, wise, and gives happiness. Society, role models, peace and prosperity. This researcher's findings are in line with Buell's theory that ecocriticism has a positive impact on humans and the surrounding environment (Buell, 2005, p. 56).

This researcher's findings can be compared with many studies that reveal the impact of children's love of nature, namely that nature becomes sustainable, people pay more attention to the environment, and nature becomes sustainable (Asmawati, 2019, p. 1; Novianti, Wasana, & Rosa, 2020, p. 40; Ikhwan, 2020, p. 9; Putri, Rahman, & Afifah, 2019; Rini, 2018;

Ulwatunnisa & Wiyatmi, 2020, p. 369; Anh, 2019) and Rengganis that the impact of human love for nature can also be linked in a global context, such as natural beauty having an impact in resolving the industrial crisis in England (Syakir, 2018, p. 40; Rahmayati & Rengganis, 2019, p. 97).

Children's love of nature has a big impact on individuals, families and society. This impact can increase ecological awareness of humans, and make humans love nature. Love of nature has an impact on individuals in order to bring out the nature of caring for nature, and become a person who has a good attitude. Love of nature also has an impact on families, where families who support each other in preserving nature will tend to live happily. Love of nature has an impact on society where the environment they live in will be much cleaner, and can prevent all kinds of diseases.

b. The emotional impact of children with nature

Based on the findings above, it shows that there is an emotional connection between children due to their enjoyment of the beauty of the forest, separation when parting with the forest and the awareness that nature protects them. These emotions also have a positive impact on individuals, families and the surrounding community.

1) Impact on individuals

This child's emotions can also have an impact on individuals where the child is already considered an adult. This impact can also be seen in



self-awareness, maturity and moral resistance. The explanation is as follows

a) Self-awareness

This self-awareness refers to the main character's awareness in developing characters who are aware of the environment so that they do not carelessly disturb nature and consider nature as part of themselves.

"The biggest brother really loved his little brother and said to him, "I will look for water for you until I can find it and I will bring it to you, don't worry." (Owens, 2019, p. 220)

The main character is aware of the behavior they carry out in the forest, so this is what makes the main character considered more mature. This awareness is proven by the interactions created by the main character based on the advice given by the shepherds that they should leave the animals alone and should not disturb the animals; otherwise, they will get into big trouble. From here, it makes the main character aware of what actions he can and cannot take so as not to be seen as disturbing nature (Arisa, Muhlis, Srimularahmah, & Rahmi, 2021, p. 43).

a) Maturity

The maturity of the main characters is influenced by the instructions given to them by the deer. Kijang gives advice to leave the forest because he thinks it is time for the main character to go and interact with other humans

"Now they can carry out the deer's advice, they chose a nice house with a beautiful garden, and the windows are in front of the palace." (Owens, 2019, p. 225)

From here we can see what the main character does when he leaves the forest, namely blending in with the people outside. Then the main character buys a house that has a beautiful garden because it will remind him of the natural conditions in which they have lived. The main character has started to force himself to live independently so that from here nature has an influence in shaping the development of the child's character, which at first has the character of a small child, then becomes a personal character who is mature and sensitive to the surrounding environment. (Ibrosi, 2007, p. 16; Carter, 2016, p. 43; Owens, 2019).

#### b) Moral resistance

Moral resistance is one of the impacts that nature has on individual children, namely by having a strong character based on a balance of positive values obtained from nature itself.

"He continued his journey until he reached the mountain and its peak then saw the garden door, he turned his face and walked back, he found 4 snakes. 2 on the right and 2 on the left of the door and walked backwards between the snakes. The snakes raised their heads and looked at the princess (Owens, 2019, p. 225)

Moral resistance can refer to the steadfastness possessed by the main character when facing danger or when he has a desire. As depicted in the main character, the princess, when she wanted to look for her siblings, the princess met a traveler and listened to the traveler's advice. If she wanted to meet her sibling again, she had to follow the steps that had to be taken, namely when passing by a snake, you should not be afraid. because if you are afraid the princess will be eaten by the snake. The daughter's determination is shown by not being afraid of the snake in front of her which is preparing to pounce on the daughter. This is done so that the daughter can meet her family who has been missing for a long time. (Ibrosi, 2007, p. 36; Fa'izah, 2021, p. 43)

## 2) Impact on family

The emotions that occur between children and nature also have an influence on the family, namely by protecting family members, making contributions and conservation. The explanation is as follows:

### a) Protection of the family

This protection for the family refers to the mutual protective attitude that occurs with their father figure. From here, after the main character left in the forest for quite a long time, the king protected the main character more so that no one would commit other crimes and vice versa, the main character also protected the king so that he could lead fairly.

After the king and the main character meet, they live happily and take care of each other. Then they focused their government on helping the people. From here it is stated that the influence of nature makes the main characters mature so that they can live their lives in a state of peace and tranquility (Widyaningtyas & Liliani, 2020, p. 43)

b) Loving each other

Another impact that nature has on children that is felt by families is the growth of mutual love between their siblings. This attitude is motivated by the fact that the main character has lived with his brother for a long time, giving rise to feelings of love, worry and so on.

"The biggest brother really loved his little brother and said to him,  
"I will look for water for you until I can find it and I will bring it to  
you, don't worry." (Owens, 2019, p. 230)

The three princes whose aunt threw them into the forest grew up to be people who cared about each other because they were always together when they were in the forest. This was proven when the younger brother asked his sister for the water of life. Then the older brother said that he would bring him the water of life and asked the younger brother not to worry. This shows the mutual affection between brothers and sisters which is influenced by the forest where they live and is also influenced by the love and messages conveyed by the mouse deer so that they can look after each other (Owens, 2019, pp. 230-234)

c) There is preservation

Preservation can be interpreted as an attitude of mutual care and concern that occurs between humans. The impact that nature has on the main character shows the existence of this trait. This is proven by the main character's worry when one of their siblings goes missing and can be proven by the king's confusion when their child goes missing.

“Princess is worried about their siblings, and if they still don't come back, then princess will look for them” (Owens, 2019, p. 245)

The princess's concern shows the caring nature between humans and their brothers, who are considered lost when helping to find the water of life that the princess herself asked for. There is a worrying connection, and the princess tries to find her missing sister. This could refer to the protective relationship between brothers that occurs in the Novel "*Where the Crawdads Sing*" (Owens, 2019, pp. 245-246)

### 3) Impact on society

The emotional relationship that occurs between the main character and nature also has a positive impact on society, namely benefit, welfare and attention. The explanation is as follows:

#### a) Benefit

The benefit that occurs to society begins when the main character returns to the palace and assumes the reins of government to help their father. This has a positive impact on the people.

"People love each other, accept each other, think about them, have the hearts of every community throughout the country, and love and justice are spread evenly" (Owens, 2019, p. 275)

People are depicted as loving, sincere, and thinking about each other. This is because the fair attitude given by the main character in

leading means that the problems faced can be resolved quickly without obstacles. This is what causes people to live prosperously. The justice possessed by the main character is none other than the influence of the surrounding nature, which causes the surface to form (Owens, 2019, pp. 275-276)

b) Well-being

The emotional impact that occurs between the main character and nature also improves the welfare of society. This can be seen by the community feeling fulfilled by each other and not feeling deprived when the main figure holds the wheels of government.

"They don't think about anything except the benefit of society" (Owens, 2019, p. 246)

Because the main characters are entrusted with government positions by the king, they focus and devote everything to the interests of their people. They lead honestly and without committing fraud so that people's lives become prosperous. People are happy with each other and love each other. This also causes the main character to become increasingly respected by society (Owens, 2019, pp. 246-247)

c) There is attention

Another impact that children have on society is the emergence of public awareness of nature itself. This awareness was based on the fact that previously there was a misperception that nature was considered something dangerous and one did not dare to touch it

People live side by side with forests and pay more attention to forests  
(Owens, 2019, p. 280)

Since the incident that occurred between the main character and nature itself, people have realized that nature is not a scary place and people can even make friends with nature directly. This is proven when the main character is able to survive in the embrace of nature for quite a long time and in a healthy condition without any deficiencies (Owens, 2019, p. 280)

The findings of this study suggest that children's emotional relationships have an impact on individuals, families and groups. Individual, self-awareness, maturity, and moral resistance. Impact on the family, protection of the family, contribution, and preservation. Impact on society, health, welfare and attention. This researcher's findings are in line with Buell's theory which states that the existence of an emotional relationship shows an intimate relationship which can have an impact on individual character,



impact on family attitudes, and impact on society's interactions with nature (Buell, 2005, p. 56).

This researcher's findings state that children's emotional relationships have an impact on individuals, families and groups. Individual, self-awareness, maturity, and moral resistance. Impact on the family, protection of the family, contribution, and preservation. Impact on society, health, welfare and attention. supported by research conducted by Sawijiningrum and Zahro where this interaction relationship has a positive impact on human sustainability, including independence, improving human morals due to the influence of nature (Sawijiningrum, 2018, p. 43; Zahro, 2021, p. 32). The findings of this research are apparently not in line with other research which states that humans' emotional relationship with nature not only has an impact on character education, but emotional relationships with nature can also have an impact in spiritual aspects, such as finding human identity through the medium of nature, and finding a relationship with God through natural intermediaries (Soleha & Retnaningdyah, 2019, p. 117; Irawan, 2017, p. 20; Rahmayati, 2017, p. 166).

The emotional relationship between children and nature has an impact on children's development towards individuals who have empathy for the surrounding environment. In this modern era, this relationship is very important because parents tend not to introduce

their children to things related to nature and the environment. However, parents tend to teach their children practical things. Actions taken by parents make children lose empathy and focus more on gadgets, cellphones, etc. Therefore, parents must teach natural aspects to their children so that children can establish an emotional relationship involving feelings of joy, sadness, worry and anger with nature itself.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Analysis of the portrait of children's sensitivity in the novel "*Where the Crawdads Sing*" by Delia Owens based on Lawrence Buell's perspective produces three points as an answer to the formulation of the research problem, namely: (1) regarding the form of children's sensitivity to nature, it can be known by obeying the deer's instructions, not killing animals in the environment. forest, non-exploitation, joy at the beauty of the forest, sadness when leaving the forest, and awareness of forest protection; (2) regarding the factor of children's sensitivity to nature which is caused by considering deer as family, family influence, awareness of nature's anger, concern for caring for nature, preserving nature, separation from the forest, friendship with nature; (3) the impact of natural sensitivity on individuals, obeying rules, good attitude, gentle personality, self-awareness, maturity, and moral resistance. Impact on the family, filial piety, wisdom, happiness, protection of the family, contribution, preservation. Impact on society, role models, prosperity, benefit, well-being, and attention.

As a researcher's reflection on the study of literary ecology from Lawrence Buell's perspective on the novel "*Where the Crawdads Sing*" by Delia Owens, we captured several important points. The researcher concludes that the

study of literary ecology can reveal the greening movement as a specification of the story author's intentions and the direction of his presentation. Literary ecology can reveal the author's pattern of telling green stories through ecological forms, influencing factors, and the impact on the main character.

## **B. Suggestion**

Stories with green themes in Arabic literature are worth exploring further, especially in children's literature. Green literature is an intermediary medium for conveying green ideas that can easily touch children's world. The researcher's suggestion in the study of literary ecology is to maximize the environment for greening within the scope of literature with the cooperation of various parties. Both authors, authors, observers, researchers and publication platforms. This form of greening children's literature in Arabic literature will really support world ecological efforts which are now increasingly needed.

## **Curriculum Vitae**



Muhammad Asharuddin was born on September 20, 1998, in Malang. He attended elementary school at SD Sunan Giri. Subsequently, he pursued Islamic boarding education for 3 years at Alkamal, Mtsn Kunir, Wonodadi, Blitar, and additionally at Tambak Beras, Lirboyo, for another 3 years.

After completing his secondary education, Muhammad Asharuddin pursued higher education at UIN Maulana Malik Ibrahim Malang, majoring in English Literature. At the university, he studied and completed his undergraduate studies with a focus on English literature

## Bibliography

- Adiwibowo, S. (2007). *Ekologi Manusia*. Bogor: Fakultas Ekologi Manusia IPB.
- Adyanto, P. (2018). Pendidikan Karakter Anak Usia Dini Menjadi Lebih Mandiri Melalui Bermain Bahan Alam. *Almufida: Jurnal Ilmu-Ilmu Keislaman*, 3(1), 157-172.
- Ailin, T. (2020, November Jumat). *Pencemaran Udara karena Kendaraan Bermotor Sebabkan Kerugian Rp38,5 Triliun*. Retrieved from merdeka.com.
- Amanat, T. (2019). Cerita Rakyat Paser dan Berau dalam Tinjauan Ekologi Sastra. *Kandai*, 15(2), 145-166. doi:<https://doi.org/10.26499/jk.v15i2.956>
- Anh, H. T. (2019, Maret). Building Environmental Awareness through Implementation of Ecocriticism in Literature Teaching. *Proceedings of the 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018)*, 258, pp. 326-334. doi:<https://doi.org/10.2991/icream-18.2019.68>
- Arbain, A. (2020). Alam Sebagai Media Kehidupan Manusia Dalam Novel Kubah Di Atas Pasir Kajian Ekologi Sastra. *Putika*, 16(1), 103-121. doi:<http://dx.doi.org/10.25077/putika.16.1.103--121.2020>
- Ardhi, Y. (2021, Agustus Kamis). *Kasus Perburuan Hewan Langka di Aceh*. Retrieved Januari Rabu, 2022, from [republika.co.id](http://republika.co.id).
- Arisa, Muhlis, Srimularahmah, A., & Rahmi, N. (2021). Hubungan Timbal Balik Manusia dan Alam dalam Legenda Ikan Bungo: Kajian Ekologi Sastra. *Geram*, 9(1), 74-81. doi:[https://doi.org/10.25299/geram.2021.vol9\(1\).5607](https://doi.org/10.25299/geram.2021.vol9(1).5607)
- Ariyanti, T. (2016). Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak The Importance Of Childhood Education For Child Development. *Dinamika*, 8(1), 51-58. doi:10.30595/dinamika.v8i1.943
- Asmawati. (2019). *Fenomena Kerusakan Alam Dalam Kumpulan Cerpen Ikan-Ikan Dari Laut Merah Karya Danarto (Kajian Ekokritik Lawrence Buell)*. Universitas Negeri Makassar, Fakultas Bahasa dan Sastra. Makassar: UPT Perpustakaan UNM.
- Audina, F., Permadi, T., & Idris, N. S. (2019). Ecocriticism of Sinandong Batolurlah Kau Sinangin Melayu Culture in Tanjungbalai, North Sumatra. *Atlantis*, 430, 79-83. doi:<https://doi.org/10.2991/assehr.k.200406.016>
- B. Hurlock, E. (1976 ). *Personality development* . New York : McGraw-Hill Book Company.
- Barry, P. (2002). *Beginning theory : An introduction to literary and cultural theory* (Second edition ed.). UK: University Press.

- Bickman, L., & Rog, D. J. (1998). *The SAGE Handbook of Applied Social Research Methods*. London: SAGE Publications. doi:<https://dx.doi.org/10.4135/9781483348858>
- Bogdan, R., & Taylor, S. J. (1993). *Kualitatif Dasar-Dasar Penelitian*. Surabaya: Usaha Nasional.
- Bronfenbrenner, U., & Morris, P. A. (2007). The Bioecological Model of Human Development. *Hoboken, 1, 793827*. doi:<https://doi.org/10.1002/9780470147658.chpsy0114>
- Buell, L. (1995). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge: Harvard University Press.
- Buell, L. (2005). *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. New Jersey: Blackwell Publishing.
- Bungin, B. (2010). *Metodologi Penelitian Kuantitatif Edisi ke Sembilan*. Jakarta: Kencana.
- Bungin, B. (2010). *Metodologi Penelitian Kuantitatif Edisi Kesembilan*. Jakarta: Kencana.
- Buol, R. A. (2015, September Senin). *Para Pemburu Hewan Langka Unggah Foto ke Jajaring Sosial, di Mana Polisi?* (G. K. Wadrianto, Editor) Retrieved Januari Rabu, 2022, from Kompas.com.
- Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design*. Washington: American Psychological Association (APA).
- Carter, D. (2016). A Nature-Based Social-Emotional Approach to Supporting Young Children's Holistic Development in Classrooms with and without Walls: The Social-Emotional and Environmental Education Development (SEED) Framework. *International Journal of Early Childhood Environmental Education, 4(1), 9-24*.
- Christinawati. (2018). Ecological Literacy to Build Harmony: A Critical Study on Enviromental Poems. *Atlantis Press, 188, 194-198*. doi:<https://doi.org/10.2991/eltilt-18.2019.39>
- CNN. (2020, Agustus). *Warga Adat di Papua Tolak Perluasan Lahan Freeport*. Retrieved Maret Selasa, 2022, from CNN.Com.
- David, L. R., & Townsend, K. (2016). *Handbook of Qualitative Research Methods on Human Resource Management: Innovative Techniques*. United Kingdom: Edward Elgar Publishing.
- Deshpande, H. V. (2018). *Research in Literature and Language: Philosophy, Areas and Methodology*. Chennai: Notion Press.

- Dewi, N. (2016). Ekokritik Dalam Sastra Indonesia: Kajian Sastra Yang Memihak. *Adabiyat: Jurnal Bahasa dan Sastra*, 15(1), 20-36. doi:<https://doi.org/10.14421/ajbs.2016.15102>
- Dewi, N. (2016). Ekokritik Dalam Sastra Indonesia: Kajian Sastra Yang Memihak. *Adabiyat: Jurnal Bahasa dan Sastra*, 15(1). doi:<https://doi.org/10.14421/ajbs.2016.15102>
- Durand, M. A., & Chantler, T. (2014). *Principle of Social Research*. New York: Open University Press. Retrieved Januari 07, 2022
- Dwidjoseputro, D. (1991). *Ekologi: Manusia dan Lingkungannya*. Jakarta: Erlangga.
- Endaswara, S. (2016). *Ekokritik Sastra: Konsep, Teori, dan*. Yogyakarta: Morfolingua.
- Endraswara, S. (1964). *Sastra Ekologis Teori dan Praktik Pengkajian*. Yogyakarta: CAPS.
- Endraswara, S. (2016). *Metode Penelitian Ekologi sastra: Konsep, Langkah dan Penerapannya*. Yogyakarta: CAPS.
- Endraswara, S. (2016). *Sastra Ekologis Teori dan Praktik Pengkajiannya*. Jakarta: PT Buku Seru.
- Fa'izah, A. Z. (2021, Februari Rabu). *Penyebab Kerusakan Lingkungan Hidup, Jenis, Serta Cara Menanggulangnya*. Retrieved Januari Selasa, 2022, from [merdeka.com](http://merdeka.com).
- Fajrina, H. N. (2015, November Rabu). *Tingkat Kecanduan Gadget di Usia Dini Semakin Mengkhawatirkan*. Retrieved Februari Rabu, 2022, from [CNNIndonesia.com](http://CNNIndonesia.com).
- Fitrah, M., & Lutfiyah. (2018). *Metodelogi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. Sukabumi: Jejak Publisher.
- Flick, U., Kardorff, E. V., & Steinke, I. (2004). *A Comapanion to Qualitative Research*. London: SAGE Publications.
- Fromm, H. (2009). *The Nature of Being Human: From Environmentalism and Consciousness*. Baltimore: Jhons Hopkins University Press .
- Ganaie, A. A. (2018, September-October). Literature and Ecology: An Experiment in Ecocriticism. *Pune Research: An International Journal in English*, 4(5), 1-7. Retrieved Januari 14, 2022.
- Garrard, G. (2004). *Ecocriticism*. New York: Routledge.
- Glotfelty, C., & Fromm, H. (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. London: University of Goergia Press.
- Goleman, D. (2011). *Working with emotional intellegence*. New York: Random House Publishing Grup.



- Goodbody, A. (2007). *Nature, Technology and Cultural Change in Twentieth-Century German Literature: The Challenge of Ecocriticism*. New York: Palgrave Macmillan.
- Grandón, J. G. (2016). Aproximaciones al estudio ecocrítico de la literatura: Toward an ecocritical approach of contemporary Chilean literature. *Logos (La Serena)*, 31(2), 1-8. doi:dx.doi.org/10.15443/RL26021
- Harsono, S. (2008). Ekokritik: Kritik Sastra Berwawasan Lingkungan. *Kajian Sastra*, 32(1), 31-50.
- Harsono, S. (2008). *Ekokritik: Kritik Sastra Berwawasan Lingkungan*. Semarang: FS Undip .
- Hasan, A. M. (2017, Februari). *Selesaikan Konflik Freeport atau Konflik Sosial Makin Besar*. Retrieved Maret Selasa, 2022, from Tirto.id.
- Hayati, Y., Rasyid, Y., & Adek, M. (2021). Man and Nature in Minangkabau Folklore Ikan Sakti: An Ecocritical Study. *Atlantis Press*, 604, 316-319. doi:https://doi.org/10.2991/assehr.k.211201.046
- Helmiani, Juanda, & Sagun, S. S. (2021). Representasi Alam dan Manusia dalam Novel Anak-Anak Pangaro Karya Nur Urnoto El Banbary (Tinjauan Ekokritik). *Indonesia Journal of Social and Education Studies*, 2(2), 157-165.
- Heryanto. (2017). Pendidikan Karakter Anak Usia Dini Berbasis Lingkungan Alam (Studi Kasus Di Universitas Mulawarman). *AWLADY Jurnal Pendidikan Anak*, 3(2), 92-108. doi: 10.24235/awlad.v3i2.1641
- Howarth, W. (1996). *Some Principles of Ecocriticism*. Georgia: Athens: The University of Georgia Press.
- Ibroso, M. A. (2007). *Athfalul Ghobah*. Mesir: Noorbook.
- Igayanti, S. A., Ekawati, M., & Shalima, I. (2019). Interaksi Manusia dengan Alam: Tinjauan Ekokritik Sastra pada Kumpulan Cerpen Lingkungan Monyet-Monyet Tsunami Karya Sulung Prasetyo dan Implementasi Pembelajaran Sastra di SMA. *Repetisi*, 2(2), 76-88.
- Ikhwan, A. K. (2020). Relasi Anak Terhadap Lingkungan Hidup dalam Novel Anak Karya Anak: Kajian Ekokritik Greg Gerrard. *Bapala*, 7(1), 1-10.
- Indrastuti, N. S. (2018). Kearifan Ekologis dalam Mitos di Seputar Objek Wisata: Kajian Ekokritik Sastra. *Prosiding Seminar antar bangsa Arkeologi, Sejarah, Bahasa, dan Budaya Alam Melayu (Asbam ke-7)* (pp. 635-640). Lombok: ACADSTAFF.
- Irawan. (2017). Ekologi Spiritual: Solusi Krisis Lingkungan. *Scientia: Jurnal Hasil Penelitian*, 2(1), 1-21. doi:https://doi.org/10.32923/sci.v3i2.945

- Iskarna, T., Brameswari, C., & Astuti, E. P. (2020). Alam dalam Perspektif Natives dan New Settlers: Kajian Ekokritik Puisi Monolog Bumi Terjarah dan We Are Going. *Sintesis*, 14(1), 47-58. doi:<https://doi.org/10.24071/sin.v14i1.2529>
- Jensen, K. (1991). *A Handbook of Qualitative Methodology for Mass Communication Research*. London: Routledge.
- Juanda. (2016). Pendidikan Lingkungan Peserta Didik Melalui Sastra Anak Berbasis Lokal. *Konferensi Internasional Kesusastraan XXV. 1*, pp. 1-12. Yogyakarta: Universitas Negeri Yogyakarta.
- Kerridg, R., & Sammells, N. (1998). *Writing the Environment: Ecocriticism and Literature*. London: Zed Books.
- Khomisah. (2020). Ekokritik (Ecocriticism) Dalam Perkembangan Kajian Sastra. *Al-Tsaqafa*, 17(1), 83-94. doi:<https://doi.org/10.15575/al-tsaqafa.v17i1.6032>
- Kong, F. (2019). The Ecocritical Analysis of Ode to a Nightingale by John Keats. *Atlantis Press*, 310, 100-103. doi:<https://doi.org/10.2991/iccse-19.2019.22>
- Kormondy, E. J. (1996). *Concepts of Ecology*. New Jersey: Englewood Cliffs (N.J.) Prentice-Hall.
- Kristanto, V. H. (2008). *Metodologi Penelitian*. Yogyakarta: CV. Budi Utama.
- Kristiawan, N. (2017). Pola Adaptasi Ekologi Budaya Tiga Komunitas di Jamb. *Bhumi*, 13(3), 190-200. doi:<https://doi.org/10.31292/jb.v3i2.124>
- Kurniawan, K. (2018). *Metode Penelitian Bahasa dan Sastra Indonesia*. Bandung: Pustaka Setia.
- Lailia, A. N. (2014). Gerakan Masyarakat dalam Pelestarian Lingkungan Hidup (Studi Tentang Upaya Menciptakan Kampung Hijau di Kelurahan Gundih Surabaya). *Jurnal Politik Muda*, 3(3), 283-302.
- Love, G. A. (2003). *Practical Ecocriticism: Literature, Biology, and the Environment*. London: University of Virginia Press. doi:10.2307/3986279
- Maknun, D. (2017). *Ekologi: Populasi, Komunitas, Ekosistem Mewujudkan Kampung Hijau Islam dan Ilmiah*. (A. Zaeni, Ed.) Cirebon: Nurjati Press.
- Mami, F. (2019). *Research Methodology for Master Students of Literature: Overcoming the Lure to Plagiarize with Strategies to Avoid*. Amerika Serikat: BrownWalker Press.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook*. London: Sage Publication.
- Mu'i, F. (2013). Ekokritisme: Kajian Ekologis dalam Sastra. *Literature and Nation Character Building* (pp. 295-306). Banjarmasin: Universitas Banjarmasin.

- Muam, A., & Nugraha, C. D. (2020). *Pengantar Penerjemahan*. Yogyakarta: Gadjah Mada University Press.
- Mubarok, Z. (2018). Kajian Ekokritik pada Naskah Drama Kisah Perjuangan Suku Naga Karya Rendra. *Jurnal Sasindo*, 5(2), 1-21. doi:http://dx.doi.org/10.32493/sasindo.v5i2.%25p
- Mukti, T. S., Utami, M. A., & Puspitasari, F. F. (2020). Sekolah Alam: Evaluasi Program Sekolah Dalam Menumbuhkan Kecerdasan Naturalistik Dan Kinestetik Pada Pendidikan Anak Usia Dini. *Jurnal INSANIA*, 25(1), 123-132. doi:https://doi.org/10.24090/insania.v25i1.3542
- Munawwir, A. W. (1984). *Kamus Al-Munawwir Arab-Indonesia Lengkap*. Yogyakarta: Pustaka Progressif.
- Nazir, M. (1988). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Ni'mah, L. N. (2021, Juli). *Dampak Gadget pada Anak-Anak*. Retrieved Januari Senin, 2022, from solopos.com
- Normuliati, S., Hamidah, J., & Anwari, M. R. (2020). Penanaman Sikap Cinta Tanah Air Melalui Kajian Ekologi Sastra dalam Novel Bersetting di Kalimantan Selatan. *Pendidikan Kewarganegaraan*, 10(2), 60-68. doi:http://dx.doi.org/10.20527/kewarganegaraan.v10i2.9441
- Noroozi, E. (2017, Maret). *Eksplorasi Minyak dan Gas Meningkat, Persaingan Negara-Negara Timur Tengah Makin Sengit*. Retrieved Maret Selasa, 2022, from Voa Indonesia
- Novianti, R., Wasana, & Rosa, S. (2020). Refleksi Lingkungan dalam Kumpulan Cerpen Hikayat Bujang Jilatang Karya Afri Meldam (Tinjauan Ekokritik Sastra). *Jurnal Ekokritik Wacanan Etnik*, 9(1), 40-54. doi:10.25077/we.v9.i1.138
- Nuralim, M., & Aswan. (2019). Dampak Cerpen “Merantau di Negeri Sendiri” Karya Hikayat Ashwan Sha terhadap Minat Belajar Siswa di Community Learning Center. *Conference: Seminar Internasional Riksa Bahasa XIIIAt* (pp. 1363-1369). Bandung: Universitas Pendidikan Indonesia.
- Nurelide. (2020). Ekokritik Sastra Lisan dalam Cerita Rakyat Lae Angkat. *Madah: Jurnal Bahasa dan Sastra*, 11(1), 57-68. doi:ttp://dx.doi.org/10.31503/madah.v11i1.229
- Nurelide, N. (2020). Ekologi Sastra Lisan dalam Cerita Rakyat Lae Angkat di Tanah Mungkur. *Jurnal Madah*, 11(1), 57-68. doi:10.31503/madah.v11i1.229
- Nurgiantoro, B. (2005). *Sastra Anakk; Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gadjah Mada University Press.
- Odum, E. P. (1983). *Basic Ecology*. New York: Philadelphia. doi:10.1007/978-981-15-2493-6\_2

- Oktamarina, L. (2021). Meningkatkan Karakter Peduli Lingkungan Sejak Usia Dini Melalui Kegiatan Green School di PAUD Uswatunn Hasanah Palembang. *Jurnal Ilmiah Potensia*, 6(1), 37-44. doi:<https://doi.org/10.33369/jip.6.1.37-44>
- Olohan, M. (2021). *Translation and Practice Theory*. London: Routledge.
- Oppermann, S. (1999). Ecocriticism: Natural World in the Literary Viewfinder. *Journal of Faculty of Letters*, 16(2), 29-46.
- Pamungkas, O. Y., Widodo, S. T., Suyitno, & Endraswara, S. (2018, November). Ecocriticism: Javanese Cosmology and Ecoethic in Tetralogy Romance by Ki Padmasusastra. *Proceedings of The International Seminar on Recent Language, Literature, and Local Cultural Studies (BASA 2018)*, 280, pp. 480-489.
- Pan, H. (2018, Juli). Westward Ecological Feminist Literary Criticism and Its Enlightenment. *Proceedings of the 2018 3rd International Conference on Education, Sports, Arts and Management Engineering (ICESAME 2018)*, 230, pp. 240-244. doi:<https://doi.org/10.2991/icesame-18.2018.49>
- Paramitha, S. T., & Anggara, L. E. (2018). Revitalisasi Pendidikan Jasmani untuk Anak Usia Dini melalui Penerapan Model Bermain Edukatif Berbasis Alam. *Jurnal Pendidikan Jasmani dan Olahraga*, 3(1), 41-52. doi:<https://doi.org/10.17509/jpjo.v3i1.10612>
- Patil, V. A. (2019). *Research Methods in Literature: An Introduction*. India: Authorspress.
- Pillai, A. A., & Kaushal, U. (2020). Research Methodology- An Introduction To Literary Studies. *Central Asian Journal of Literature Philosophy and Culture*, 1(1), 1-11. doi:<https://doi.org/10.47494/cajlp.v1i1.18>
- Pinantyo, M. F. (2016, Mei Minggu). *Teknologi Membuat Manusia Merusak Alam*. (S. Febrianto, Editor) Retrieved Januari Selasa, 2022, from [tribunnews.com](http://tribunnews.com)
- Polit, D. F., & Beck, C. T. (2003). *Nursing Research: Principles and Methods*. New York: Philadelphia : Lippincott Williams & Wilkins.
- Pradana, W. (2021, Maret Minggu). *Kasus Anak Kecanduan Gadget di Jabar, Belasan Rawat Jalan-Ada yang Meninggal*. Retrieved Januari Senin, 2022, from [news.detik.com](http://news.detik.com)
- Puspitasari, E. (2017). Efektifitas Pengguna Kurikulum Berbasil Alam Untuk Pendidikan Anak Usia Dini Di Daerah Pesisir. *Jurnal Educhild : Pendidikan dan Sosial*, 6(2), 106-112. doi:<http://dx.doi.org/10.33578/jpsbe.v6i2.4488>
- Putra, I. N., Triadnyani, I. N., & Mas, I. G. (2018). The Features of Bali between its Beauty and Destruction in 1960—2014 Poetry. *Atlantis Press*, 260, 84-89. doi:<https://doi.org/10.2991/icomacs-18.2018.20>

- Putri, N. Q., Rahman, H., & Afifah, N. F. (2019). Kearifan Lingkungan Masyarakat Dayak Benuaq dalam Novel Api Awan Asap: Kajian Ekokritik Giiford. *Satwika : Kajian Ilmu Budaya dan Perubahan Sosial*, 3(2), 132-141. doi:<https://doi.org/10.22219/satwika.v3i2.8264>
- Rahayu, T., Muhtadin, T., & Sobarna, C. (2020). Hubungan Manusia Dan Lingkungan dalam Cerpen Sunda Kawung Ratu Karya Wahyu Wibisana Kajian Ekokritik. *Jentera*, 9(2), 216-232. doi:<https://doi.org/10.26499/jentera.v9i2.2834>
- Rahmah, Y. (2018). Metode Dan Teknik Penerjemahan Karya Sastra. *Kryoku*, 3(2), 127-134. doi:<https://doi.org/10.14710/kiryoku.v2i3.9-16>
- Rahmayati, R. (2017). Representation of Eco-spirituality Perspective in Baiat Cinta di Tanah Baduy by Uten Sutendy. *Atlantis Press*, 108, 166-171. doi:<https://doi.org/10.2991/soshec-17.2018.33>
- Rahmayati, R., & Rengganis, R. (2019). Representasi Keindahan dan Kesadaran Lingkungan dalam Novel Indonesia Kontemporer: Kritik Sastra Berperspektif Ekologi. *Jurnal Lentera (Jurnal Pendidikan dan Pengajaran Bahasa Indonesia)*, 2(1), 97-115.
- Ramadhani, S., Nensilanti, N., & Suarni. (2020). Relasi Manusia Dengan Lingkungan Dalam Kumpulan Cerpen Danau Sembuluh Karya Muhammad Yasir: Kajian Ekokritik Glotfelty. *Gramatika*, 8(1), 38-50. doi:<https://doi.org/10.31813/gramatika/8.1.2020.266.38-50>
- Rini, W. P. (2018). Paradoks Narasi Penyelamatan Keseimbangan Ekosistem dalam Novel Kailasa Karya Jusuf An Kajian Ekokritik. *Poetika*, 6(2), 122-132. doi:[10.22146/poetika.v6i2.40298](https://doi.org/10.22146/poetika.v6i2.40298)
- Rueckert, W. (1996). *Literature and Ecology: An Experiment in Ecocriticism*. Georgia: Athens: University of Georgia Press.
- Sahu, G. (2014, February). Ecocriticism-Understanding the Relationship Between Literature and Environment in Indian English Novels. *Sai Om Journal of Arts & Education*, 1(1), 23-26.
- Sahu, P. K. (2013). *Research Methodology: A Guide for Researchers In Agricultural Science, Social Science and Other Related Fields*. New Delhi: Springer India.
- Santosa, R. (2017). *Metode Penelitian Kebahasaan Kualitatif*. Surakarta: UNS Press.
- Sapsford, R., & Jupp, V. (1997). *Data Collection and Analysis*. New Delhi: Sage Publications India Pvt Ltd.
- Sare, Y. (2007). *Antropologi SMA/MA Kelas XII*. Jakarta: Grasindo.

- Sartina, Salam, & Bagtayan, Z. A. (2021). Manusia dengan Lingkungan Alam dalam Novel Aroma Karsa Karya Dee Lestari (Kajian Ekokritik Sastra). *Ideas*, 7(3), 293-312. doi:<https://doi.org/10.32884/ideas.v7i3.393>
- Saunders, M. N., & Tosey, P. (2015). *Handbook of Research Methods on Human Resource Development*. Cheltenham: Edward Elgar Publishing.
- Sawijiningrum, W. (2018). Ekokritik Greg Garrard Dalam Novel Api Awan Asap Karya Korrie Layun Rampan Dan Relevansi Pembelajaran Sastra Di Sekolah Menengah Atas. *Matapena: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 1(2), 80-92.
- Sena, I. G. (2018). Relasi Manusia, Alam dan Tuhan Dalam Harmonisasi Semesta. *Sphatika: Jurnal Teologi*, 9(1), 15-22. doi:10.25078/sp.v9i1.1598
- Seni, M. A. (2012). *Metode Penelitian Sastra*. Jakarta: Angkasa.
- Setiawan, V. N. (2020, Januari). *Konflik Timur Tengah Makin Sengit, Harga Minyak Terus Melesat*. Retrieved Maret Selasa, 2022, from [Katadata.co.id](http://Katadata.co.id)
- Setyowati. (2018). Problematika Lingkungan Hidup dalam Syair Lagu Populer Indonesia (Studi Ekologi Sastra). *Fonema*, 1(1), 45-63. doi:<https://doi.org/10.25139/fn.v1i1.1022>
- Shoba, V., & Ngaraj. (2013). Eology in Relation to Ecocriticism: A Theoretical Approach. *Indian Journal of Applied Research*, 3(1), 85-96. doi:10.36106/IJAR
- Siswanti, D. N., Daud, M., & Jalal, N. M. (2021). *Buku Ajar Psikologi Perkembangan Anak*. Jakarta: Prenada Media.
- Soleha, J., & Retnaningdyah, P. (2019, Desember). The Representation of Spirituality in Rumi's Selected Poems: An Ecocriticism Analysis. *Proceedings of the Social Sciences, Humanities and Education Conference (SoSHEC 2019)*, 380, pp. 117-121. doi:<https://doi.org/10.2991/soshec-19.2019.25>
- Sugiarti. (2017). Ekologi Budaya Dalam Sastra Sebagai Pembentuk Karakter Peserta Didik. *Prosiding SENASBASA*, 1(1), 397-402. doi:<https://doi.org/10.22219/v1i1.1737>
- Syakir, M. F. (2018). *The Impact of Industrial Revolution on The Nature Described in Wordsworth's Selected Poems*. UIN Maulana Malik Ibrahim, Bahasa dan Sastra Inggris. Malang: E-Theses.
- Syamil, I., Yasa, I. N., & Sriasih, S. A. (2020). Kritik Pengarang Terhadap Pembalakan Hutan Pada Novel Nyanyian Kemarau dan Tangisan Batang Pudu: Kajian Ekokritik dan Relevansinya Terhadap Pembelajaran Sastra. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, 10(1). doi:<http://dx.doi.org/10.23887/jjpbs.v10i1.24538>

- Syarif, N. A., Tang, M. R., & Usman, U. (2021). Idealisasi Nilai Pendidikan Lingkungan dalam Novel Anak Rantau (Kajian Ekokritik). *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(2), 306-313. doi:<https://doi.org/10.33394/jk.v7i2.3735>
- Syifa, N., & Putri, V. S. (2018). Kajian Ekologi Sastra (Ekokritik) Dalam Antologi Puisi Merupa Tanah Di Ujung Timur Jawa. (pp. 195-206). Universitas Jember.
- Tamrin, A. F. (2019, Maret). Children and Nature in a Picture Book “Our Big Home”: An earth poem–ecocriticism. *Proceedings of the Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018)*, 257, pp. 167-171. doi:<https://doi.org/10.2991/icollite-18.2019.36>
- Tanjung, C. A. (2019, Maret Selasa). *Harimau Terjerat di Hutan, BBKSDA Riau: Bukti Perburuan Masih Ada*. Retrieved Januari Rabu, 2022, from Detiknews.com
- Tanzeh, A. (2009). *Pengantar Metode Penelitian*. Yogyakarta: Teras.
- Taqwien, A., & Alfianti, D. (2020). Sampah dalam Novel Aroma Karsa Karya Dewi Lestari: Tinjauan Ekologi Sastra (Garbage In The Aroma Karsa Novel By Dewi Lestari: Literature Ecology Review). *Jurnal Bahasa, Sastra dan Pembelajarannya*, 10(1), 1-11. doi:<http://dx.doi.org/10.20527/jbsp.v10i1.8392>
- Taufik, Lembah, G., & Kangiden, N. (2017). Sastra Lisan Di Kecamatan Dondo Kabupaten Tolitoli (Kajian Ekokritik). *Bahasantodea*, 5(2), 118-125.
- Thomas, R. M. (1921). *Blending Qualitative and Quantitative Research Methods in Thesis and Dissertation*. California: Corwin Press, Inc. doi:<https://dx.doi.org/10.4135/9781412983525>
- Tirtayani, L. A. (2014). *Perkembangan Sosial Emosional Pada Anak Usia Dini*. Yogyakarta: Graha Ilmu.
- Ulwatunnisa, M., & Wiyatmi. (2020, Agustus). Characters’ Attitude Towards the Environment in Bunga Rampai Ceritera Rakyat Daerah Kalimantan Barat by Darwis Saramat. *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*, 461, pp. 369-374. doi:<https://doi.org/10.2991/assehr.k.200804.072>
- Ummahi, S. A., & Fitri, N. A. (2020). Pengaruh Lingkungan Keluarga terhadap Perkembangan Sosial Emosional Anak Usia Dini. *Seling*, 6(1).
- Uniawati. (2014). Nelayan di Laut Utara: Sebuah Kajian Ekokritik. *Kandai*, 10(2), 246-257. doi:<https://doi.org/10.26499/jk.v10i2.328>
- Uniawati, N. (2017). Nelayan di Lautan Utara: Sebuah Kajian Ekokritik. *Kandai*, 10(2), 245-257. doi:<https://doi.org/10.26499/jk.v10i2.328>

- Utina, R., & Baderan, D. W. (2009). *Ekologi dan Lingkungan Hidup*. Gorontalo: UNG Press.
- Wasniah, W., & Sauri, S. (2020). Kajian Ekokritik Sastra Pada Cerpen Harimau Belang Karya Guntur Alam dalam Antologi Cerpen Pilihan Kompas 2014 di Tubuh Tarra dalam Rahim Pohon. *Gema Wiralodra*, 12(1), 74-83. doi:<https://doi.org/10.31943/gemawiralodra.v12i1.167>
- Wati, S. (2018). Problematika Lingkungan Hidup dalam Syair Lagu Populer Indonesia (Studi Ekologi Sastra). *Jurnal Ilmiah FONEMA : Jurnal Edukasi Bahasa dan Sastra Indonesia*, 1(1), 45-63. doi:<https://doi.org/10.25139/fn.v1i1.1022>
- Wellek, R., & Austin, W. (1993). *Teori Kesusastraan*. Jakarta: Gramedia.
- Widianti, A. W. (2017). Kajian Ekologi Sastra Dalam Kumpulan Cerpen Pilihan Kompas 2014 Di Tubuh Tarra Dalam Rahim Pohon. *Jurnal Diksatrasia*, 1(2), 1-9.
- Widyaningtyas, P., & Liliani, E. (2020, Agustus). Principles of Environmental Ethics in Indonesian Newspaper Short Stories: An Ecocriticism Study. *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*, 461, pp. 375-379. doi:<https://doi.org/10.2991/assehr.k.200804.073>
- Wijanarti, T. (2019). Masyarakat Dayak dan Alam: Sebuah Pembacaan Ekokritik Sastra Terhadap Cerita Pendek "Menari di Puncak Beringin" Karya Budi Dayak Kurniawan. *Undas*, 15(2), 135—144. doi:<https://doi.org/10.26499/und.v15i2.1747>
- Wiyatmi. (2017). *Perempuan dan Bumi dalam Sastra, dari Kritik Sastra Feminis, Ekokritik, Sampai Ekofeminisme*. Yogyakarta: Cantrik Pustaka.
- Wulandari, Y. (2017). Kearifan Ekologis dalam Legenda "Bujang Sembilan" (Asal Usul Danau Maninjau). *Madah*, 8(1), 105-114. doi:[10.26499/madah.v8i1.376](https://doi.org/10.26499/madah.v8i1.376)
- Wulandari, Y. (2017). Kearifan Ekologis Dalam Legenda "Bujang Sembilan" (Asal Usul Danau Maninjau). *Madah*, 8(1), 106-107. doi:[10.26499/madah.v8i1.376](https://doi.org/10.26499/madah.v8i1.376)
- Wuryandani, W. (2010). Peranan Keluarga dalam Menanamkan Nilai Moral Pada Anak Usia Dini. *Diklus*, 14(1).
- Zahro, A. (2021). Perbandingan Ekokritik pada Puisi "Pesan dari Situ" Karya Muhammad Bintang Yanita Putra dengan Cerpen "Situ Gantung" Karya Putu Wijaya (Kajian Sastra Bandingan). *Calls*, 7(1), 67-78. doi:<http://dx.doi.org/10.30872/calls.v7i1.5126>