

**SEVERE SOCIAL WITHDRAWAL OF THE MAIN CHARACTER  
IN SUGARU MIAKI'S *THREE DAYS OF HAPPINESS***

**THESIS**

By :

**Andrian Rahmat Hidayat**

NIM 200302110137



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
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IN SUGARU MIAKI'S *THREE DAYS OF HAPPINESS***

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By :

**Andrian Rahmat Hidayat**

NIM 200302110137

Advisor

**Dr. Muzakki Afifuddin, M.Pd.**

NIP 197610112011011005



**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

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**MALANG**

**2024**

## STATEMENT OF AUTHORSHIP

The thesis entitled "Severe Social Withdrawal of The Main Character In Sugarcane Miaki's *Three Days of Happiness*" is my original work. I do not include any materials previously written or published by another person except those cited as references and written in the bibliography. If there is any objections or claims, I am the only person responsible for that.

Malang, 03 October 2024

The Researcher



Andrian Rahmat Hidayat


NIM 200302110137

## APPROVAL SHEET

This is to certify that Andrian Rahmat Hidayat's thesis entitled "Severe Social Withdrawal of The Main Character In Sugaru Miaki's *Three Days of Happiness*" has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra (S.S.)*.


Malang, 03 October 2024

Approved by  
Advisor,



Dr. Muzakki Afifuddin, M.Pd.  
NIP 197610112011011005



Head Department of English  
Literature



Ribu Wahyudi, M.Ed., Ph.D.  
NIP 198112052011011007

Acknowledged by

The Dean,



Dr. M. Faisol, M.Ag.  
NIP 197411012003121003

## LEGITIMATION SHEET

This is to certify that Andrian Rahmat Hidayat's thesis entitled "**Severe Social Withdrawal of The Main Character In Sugaru Mlald's *Three Days of Happiness***" has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in the Department of English Literature.

Malang, 03 October 2024

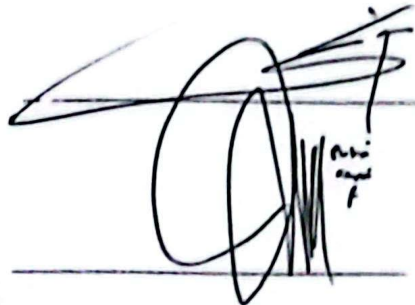
### Board Examiners

Signature

1. Chair  
Dr. Siti Masitoh, M.Hum.  
NIP 196810202003122001



2. First Examiner  
Dr. Muzakki Afifuddin, M.Pd  
NIP 197610112011011005



3. Second Examiner  
Asni Furaida, M.A.  
NIP 198807112023212027

Approved by

The Dean Faculty of Humanities



  
Dr. M. Fuisol, M.Ag.  
NIP 197411012003121003

**MOTTO**

“The story wouldn’t end unless the reader gave up on the story”

**Han Sooyoung**

## **DEDICATION**

This thesis is lovingly dedicated to my parents, Sumbrianto and Poni Larasati.

## ACKNOWLEDGMENT

Alhamdulillah, all praise and gratitude go to Allah SWT for all His mercy and grace, so that I can complete this thesis smoothly. This thesis, entitled Severe Withdrawal of the Main Character in the Novel Three Days of Happiness by Sugaru Miaki, is prepared as one of the requirements for obtaining a Bachelor of Literature (S.S.) degree in the English Literature Study Program, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University Malang.

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The researcher would also like to thank his close friends who have provided various forms of support during the process of writing this thesis. Among them are Abi, Nune, Aziz, Deano, Mishell, Rere, Chelsea, Ema, Nisa, and many others who cannot be mentioned individually. The help in the form of fun and togetherness intertwined during this journey was not only a source of motivation for the researcher, but also made this experience even more valuable.



Malang, 03 October 2024

The Researcher

A handwritten signature in black ink, appearing to be 'A. Rahmat Hidayat', written on a white background within a thin black rectangular border.

Andrian Rahmat Hidayat

NIM 200302110137

## ABSTRACT

**Hidayat, A. R.** (2024). Severe Social Withdrawal of the Main Character in Sugaru Miaki's *Three Days of Happiness*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Muzakki Afifuddin, M.Pd.

*Keywords : Psychosocial development, severe social withdrawal, Three days of happiness*

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This study aims to analyze the psychosocial development of the main character, Kusunoki, in the novel *Three Days of Happiness* by Sugaru Miaki through Erik Erikson's psychosocial development theory. The main focus of this research is on two stages of development in Erikson's theory, it is Industry vs. Inferiority and Intimacy vs. Isolation. The Industry vs. Inferiority stage refers to Kusunoki's childhood in elementary school, where he experienced feelings of inferiority that shaped his personality. While the Intimacy vs. Isolation stage covers early adulthood in his 20s, when Kusunoki experiences severe social withdrawal and faces challenges in building intimate relationships, although, in the end, Kusunoki manages to achieve emotional closeness (intimacy) at the end of the story . These two stages were chosen because the novel's narrative only focuses on two important periods in Kusunoki's life, his elementary school years and his adult life. This study uses a literary psychology approach with Erik Erikson's theory of psychosocial development. This approach was chosen because it allows in-depth analysis of characters and psychological dynamics in literary works, especially how psychosocial development affects characters' behavior and social interactions. In Kusunoki's case, this approach effectively uncovered how his life experiences related to the stages of psychosocial development he went through. The significance of this study lies in its ability to show how failure to resolve a psychosocial crisis at one stage can have a major impact on the challenges faced at the next stage. This study also reinforces the view that social relationships are important for individuals.

## ABSTRAK

**Hidayat, A. R.** (2024). Penarikan Sosial yang Parah dari Karakter Utama dalam novel *Three Days of Happiness*, karya Sugaru Miaki. Tesis Sarjana. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Muzakki Afifuddin, M.Pd.

*Kata kunci* : *Perkembangan Psikososial, Penarikan sosial, Three days of Happiness*

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Penelitian ini bertujuan untuk menganalisis perkembangan psikososial tokoh utama, Kusunoki, dalam novel *Three Days of Happiness* karya Sugaru Miaki melalui pendekatan teori perkembangan psikososial Erik Erikson. Fokus utama penelitian ini adalah pada dua tahap perkembangan dalam teori Erikson, yaitu Industry vs. Inferiority dan Intimacy vs. Isolation. Tahap Industry vs. Inferiority mengacu pada masa kecil Kusunoki di sekolah dasar, di mana ia mengalami perasaan inferioritas yang membentuk kepribadiannya. Sedangkan tahap Intimacy vs. Isolation mencakup masa dewasa awal di usia 20-an, ketika Kusunoki mengalami penarikan diri sosial dan menghadapi tantangan dalam membangun hubungan yang intim, meskipun pada akhirnya, Kusunoki berhasil mencapai kedekatan emosional (intimasi) di akhir cerita, sebuah pencapaian yang dipengaruhi oleh kesadarannya akan . Dua tahap ini dipilih karena narasi novel hanya berfokus pada dua periode penting dalam kehidupan Kusunoki, yaitu masa sekolah dasar dan masa dewasanya. Penelitian ini menggunakan pendekatan psikologi sastra (literary psychology) dengan teori perkembangan psikososial Erik Erikson. Pendekatan ini dipilih karena memungkinkan analisis mendalam terhadap karakter dan dinamika psikologis dalam karya sastra, khususnya bagaimana perkembangan psikososial memengaruhi perilaku serta interaksi sosial tokoh. Dalam kasus Kusunoki, pendekatan ini efektif untuk mengungkap bagaimana pengalaman hidupnya terkait dengan tahapan perkembangan psikososial yang ia lalui. Signifikansi penelitian ini terletak pada kemampuannya untuk menunjukkan bagaimana kegagalan menyelesaikan krisis psikososial di satu tahap dapat berdampak besar terhadap tantangan yang dihadapi pada tahap berikutnya. Penelitian ini juga memperkuat pandangan bahwa hubungan sosial memiliki peran penting dalam perkembangan psikologis individu, sejalan dengan teori Erikson yang menekankan pentingnya hubungan dengan orang lain sebagai sosok individu.

## اخلاصة

هداية، أ. ر. (2024) نسحاب الاجتماعي الحاد للشخصية الرئيسية في رواية "ثلاثة أيام من السعادة" لسو غارو مياكي. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة إسلام نيجير مالانا مالك إبراهيم مالانغ. المشرف: الدكتور مزاكي عفيف الدين، ماجستير

الكلمات المفتاحية: التطور النفسي الاجتماعي، الانسحاب الاجتماعي الشديد

*Three Days of Happiness* تهدف هذه الدراسة إلى تحليل التطور النفسي الاجتماعي للشخصية الرئيسية، كوسونوكي، في رواية للكاتب سوجارو مياكي من خلال مقارنة نظرية التطور النفسي الاجتماعي لإريك إريكسون. تركز هذه الدراسة بشكل أساسي على مرحلتين من مراحل التطور في نظرية إريكسون، وهما: مرحلة (*Intimacy vs. Isolation*) ومرحلة "الألفة مقابل العزلة" (*Industry vs. Inferiority*) "الكفاءة مقابل الشعور بالنقص" تشير مرحلة "الكفاءة مقابل الشعور بالنقص" إلى طفولة كوسونوكي في المدرسة الابتدائية، حيث مر بشعور بالنقص الذي ساهم في تشكيل شخصيته، بينما تتعلق مرحلة "الألفة مقابل العزلة" بمرحلة شبابه في العشرينيات، حيث عانى من الانسحاب الاجتماعي وواجه تحديات في بناء علاقات حميمة. رغم ذلك، تمكن كوسونوكي في النهاية من تحقيق الألفة العاطفية (الحميمية) في نهاية القصة، وهو إنجاز تأثر بوعيه بأهمية الارتباط بالآخرين. تم اختيار هاتين المرحلتين لأن الرواية تركز فقط على فترتين مهمتين في حياة كوسونوكي، وهما فترة الطفولة في المدرسة الابتدائية وفترة البلوغ. تستخدم هذه الدراسة مقارنة علم النفس الأدبي ونظرية التطور النفسي الاجتماعي لإريك إريكسون، التي تم اختيارها لأنها تتيح تحليلاً عميقاً للشخصيات والديناميات النفسية في العمل الأدبي، خاصة كيفية تأثير التطور النفسي الاجتماعي على سلوك الشخصيات وتفاعلاتهم الاجتماعية. وفي حالة كوسونوكي، كانت هذه المقاربة فعالة في كشف كيفية ارتباط تجربته الحياتية بمراحل التطور النفسي الاجتماعي التي مر بها. تكمن أهمية هذه الدراسة في إظهار أن الفشل في حل الأزمة النفسية الاجتماعية في مرحلة معينة يمكن أن يؤثر بشكل كبير على التحديات التي تواجه الشخص في المرحلة التالية، كما تعزز أهمية العلاقات الاجتماعية في تطور الفرد النفسي، وفقاً لنظرية إريكسون التي تؤكد على أهمية العلاقات مع الآخرين في تحقيق التوازن النفسي والاجتماعي للفرد.

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## **CHAPTER I**

### **INTRODUCTION**

In this section, the researcher explains several essential aspects of this study. The initial point discusses the background of the research, which includes the roots of the chosen topic. In addition, the researcher also presents the research questions, the importance of this research, the scope and limitations, and the definitions of the key terms used. With this explanation, it is hoped that the reader can understand the context and direction of the research.

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

Social relationships are significant for living beings, especially when humans are in adolescence and have just set foot as adults. In recent years, a new social phenomenon has emerged, many adolescents and young adults voluntarily isolate themselves by withdrawing and becoming loners in their social environment. Although severe social withdrawal does not only immediately occur in adolescents and adults, there is a process experienced by an individual, at each certain age, an individual will experience changes in their nature and personality, which are usually triggered by the environment around the individual. For this reason, the case of social withdrawal and psychosocial development by individuals are essential and exciting factors to be researched.

In this case, it is essential to remember that social withdrawal can also occur as a complication of a mental health disorder stemming from specific actions or circumstances experienced by an individual in a particular phase of life. Social withdrawal is defined as a lack of social connection with family and friends and rejecting interactions with peers and people outside the family unit (Teo et al., 2020). This situation can cause significant damage to interpersonal and social relationships at the individual level and affect society in general.

As this also affects society in general, many related phenomena have emerged, such as, Japanese teenagers and young adults have been reported to suffer from a severe condition of protracted social withdrawal since the late 1990s; this condition is also referred to as "hikikomori" in Japanese (A Teo & S, 2020). Severe social withdrawal is usually created by the butterfly effect experienced by humans, such as what is experienced by an individual at the age of 10 – 15. This causes the individual to experience severe social withdrawal, identified as the Teen years based on Erikson's Theory of Psychosocial Development. Hikikomori syndrome has a high comorbidity with anxiety, mood disorders, and Internet addiction (Koyama, 2010).

Severe social withdrawal is a complex phenomenon that occurs because of a mistake or a complex event that befell the individual in the past (Porcelli, 2019). This, if connected to Erik Erikson's theory of psychosocial development, will result in inappropriate or failed character development, which will result in reducing the ability to complete the following stages (Erikson, 1977, p. 230). The COVID-19 pandemic has



also led to an increase in social withdrawal, as people are forced to isolate themselves to prevent the spread of the virus. For example, many people have been schooling from home and avoiding social gatherings, which can lead to feelings of loneliness and isolation. Severe social withdrawal raises essential questions about the relationship between individual development and social integration, particularly in the context of Erik Erikson's theory of psychosocial development.

Based on the existing phenomenon. This research bridges the fields of psychology and literature. While this topic is not new, it is rare to explore how the characters in the novel reflect the changes experienced by individuals who experience social withdrawal and the stages of development of such individuals using Erik Erikson's theory of psychosocial development. By integrating principles from psychology, literature, and social science, this study provides a perspective on the complex interplay between social withdrawal and stage development experienced by individuals.

Previous research has been explored, and research that uses Erikson's Stages of Development theory regarding social withdrawal needs help. Nevertheless, some researchers use Erikson's Stages of Development theory regarding individual psychological and personality problems. The first previous study entitled *The Impacts of Abusive Environment on Psychological Development of Children Depicted in Sheila*, written by Susanti (2017), analyzes the Impact of an Abusive Environment on Children's Psychological Development. From her research, it is explained that

childhood period is when a person begins to learn everything for the first time, including their first word, first exposure to the outside world, and first recollection of their life. One's early memories will be shaped by all those experiences, which can also aid in developing that person's personality.

The next previous study, written by Sholihah et al (2022), entitled *A Sheila's Chaotic Personality Viewed from a Psychosocial Development Perspectives*. It is explained that, Human personality development is influenced by two interrelated variables: the heredity factor and the environmental factor. Heredity factor is inherited from parents and transmitted by genes, and environmental factors also influence the development of a child's personality. This research shows that both genetics and environmental factors influence personality development.

In the other previous study by Idrifa Maarsyena R (2019), entitled *The Effects of Traumatic Experiences on Behavior in one Child Novel by Torey Hayden* also used Erik Erikson's theory of psychosocial development to explain the correlation of character behaviour with the effect of early childhood trauma and Posttraumatic Stress Disorder" s (PTSD) syndrome, which was caused by past experiences and environments. However, there are shortcomings in the research strategy in that the research only highlights the early developmental stages without discussing the posttraumatic developmental stages in depth.

The next previous study, written by Putri (2022), entitled *Analyzing the Narrator's Character Development in We the Animals Using Erikson's Stages*, tried to

investigate how people grow and shape their identities by looking at Erikson's stages of development. It entails using Erikson's framework to analyze key scenes and exchanges in a book to highlight characters' challenges with personal development. The analysis employ a qualitative descriptive technique to delve into the character's internal conflicts, external influences, and attempts to negotiate challenging situations.

Khakhar (2023), in his research entitled *Charting Identity In John Green's "Looking For Alaska How,"* tried to analyze teenage identities evolve in Young Adult novels, particularly emphasizing Erik Erikson's Psychosocial Theory's fifth stage. The study will investigate how the characters' identities change within the framework of Erikson's fifth stage through analysis, evaluation, and interpretation, offering insight into their intricate developmental path. While the research provides a good understanding of how this stage affects the identity development of the characters in the novel, there is no significant exploration of the other stages of development in the theory.

Sari (2019) and Purwaningsih (2020) state that a conducive environment and support provided by the family are critical factors in helping children successfully navigate crises in developmental stages. This provides a deeper understanding of how environmental factors and family support can play a role in shaping children's resilience and ability to deal with various changes and crises that occur during their developmental stages.

The next previous study, written by Porcelli (2019) and Hayakawa (2018), stated that *severe social withdrawal* is a complex phenomenon that occurs due to

mistakes or complicated events that individuals have experienced. Porcelli (2019) emphasized that traumatic experiences in childhood, such as social rejection or neglect, can trigger severe social withdrawal later in life. Meanwhile, Hayakawa (2018) added that negative events experienced during adolescence, such as failure to establish interpersonal relationships, also play a major role in creating individuals' tendency to withdraw socially.

Kato (2020), in his research entitled *Proposed diagnostic criteria for hikikomori*, explained that hikikomori or social withdrawal involves intense avoidance of social activities as well as isolation that has a major impact on daily life. The main focus of this study was to provide a more structured understanding of extreme social withdrawal so that it can be identified and treated as a clinical condition. This study provides an important foundation for understanding severe forms of social withdrawal, particularly in the case of individuals who exhibit significant and long-term patterns of isolation.

The next previous study, written by Sette, S ( 2023 ), entitled *Social Withdrawal, Mental Health, and Well-Being in Emerging Adulthood*, taking a person-oriented approach, they identified various motivations, such as fear or the need for privacy, that may contribute to withdrawal behaviour. This study highlights that social withdrawal can significantly affect mental health, especially if accompanied by ongoing patterns of emotional instability or anxiety.

However, based on previous studies above, there is a lack of research that specifically addresses how severe social withdrawal is formed in relation to the stages

of psychosocial development according to Erikson's theory. While previous studies have discussed the psychological impact of past experiences, they have not fully explored the developmental stages that contribute to the emergence of extreme social withdrawal. Additionally, there is limited research on how literary works, such as *Three Days of Happiness*, can be used as a foundation in understanding the real-world phenomenon of extreme social withdrawal. Furthermore, the impact of extreme social withdrawal on an individual's mental and social health, particularly in the context of the novel's main character, has not been extensively researched. Therefore, this study aims to fill these gaps by analyzing the development of Kusonoki's character through Erik Erikson's theory of psychosocial development, as well as exploring how the severe social withdrawal experienced by this character can be understood from both psychological and literary perspectives, and how this phenomenon relates to the stages of psychosocial development in Erikson's theory.

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

Based on the background of the study and for further understanding of the related discussion, here is the problem of the study that the researcher will discuss:

1. How does the main character's severe social withdrawal in Miaki's *Three Days of Happiness* align with Erikson's Theory?

### **C. Significance of the Study**

This research has significance both in an academic context and for human life in general. In the fields of literary psychology and social science, this research contributes by applying Erik Erikson's psychosocial development theory to fictional characters in literary works, which expands the understanding of how stages of psychological development can affect social behavior, including the phenomenon of extreme social withdrawal. This research also provides new insights into the relationship between psychosocial developmental stages and social phenomena such as severe social withdrawal, which is important for studies in psychology and social sciences. For readers, this research offers reflections on the importance of social relationships in our daily lives, and how each step we take today will impact our future circumstances.

### **D. Scope and Limitation**

This research focuses on character development and severe social withdrawal problems experienced by the characters. However, the researcher would like to limit this research by examining the characterization of Kusonoki, the main character in the novel *Three Days of Happiness*, based on Erik Erikson's theory of psychosocial development.

## **E. Definition of Key Terms**

Here are more extensive definitions for key terms that are relevant to research on psychoanalytic character analysis in the novel *Three Days of Happiness* by Sugaru Miaki:

### 1. Severe Social Withdrawal :

This phrase describes a condition of profound social isolation in which people drastically cut themselves off from other people and the outside world. It may show up as an extended period of social withdrawal, little to no communication with friends and family, and a marked disengagement from social activities.

### 2. Psychosocial Development theory :

Erik Erikson's theory of psychosocial development was first introduced in his book *Childhood and Society*, which was published in 1950. It highlights the interaction between a person's social and psychological development and is divided into eight stages, each linked to a particular developmental challenge or conflict. Each stage of the essential personality is logically tied to the others; their appropriate development and order are prerequisites for each component's proper development. (Erikson, 1977, p. 224).

## CHAPTER II

### REVIEW OF LITERATURE

A general review of relevant research that established the basis of the theory and analysis is presented in this chapter. The main theory of this study uses Erik Erikson's theory of psychosocial development

#### A. Psychology of Literature

Literature is the result of human imagination that can be organized according to the desires and complexities of humans. Through literature, we can create expectations that are as beautiful and romantic as we want. Through literature, it is also possible to understand people and their psychology (Ahmadi, 2015, p. 52). Therefore, literature and psychology are interrelated and cannot be separated. Because of that, this research will show how this approach can be applied in analyzing the main character in Sugaru Miaki's *Three Days of Happiness*.

In carrying out literary criticism, the researcher needs a literary theory that is turned into the essential thinking of the frameworks. There are various literary theories, such as Structural Criticism, Psychological Criticism, Marxism, Feminism, Formalism, Posthumanism, Postmodernism, and so on. However, this research tries to use a psychological approach in analyzing the main character of *Three Days of Happiness*.

Psychology and literature provide mutual benefits because both have an essential role. Both psychology and literature are based on human experience as the



object of research (Minderop, 2010, p. 3). Therefore, the psychological approach to literature is considered significant in literary research because there is a connection between literature and psychology as material for analyzing literary works.

Literary psychology is a discipline that examines the nature of the human psyche through observation of scholarly works as psychological activities. When researchers create works, they capture feelings from their souls, translated into text. Literary texts reflect imaginative projections of the author's life experiences and those around him (ahaswara, 2013, p. 96). In addition, literary psychology is an analytical method that uses psychological theories to explore the meaning of literary texts, especially those related to character behaviour and motivation. This approach integrates psychological theories such as psychoanalysis, behaviourism, and humanistic psychology to understand the psychological depth of characters and storylines.

The method of analysis that will be used includes steps such as identification of the internal conflicts experienced by the characters, exploration of the characters' motivations underlying their behaviors, and evaluation of the characters' psychological development throughout the storyline. Thus, the literary psychology approach will serve as a foundation for understanding the complexity of the main characters in this literary work.

## **B. Characterization**

The main core of a literary work is its characters, who are at the center of all fictional works. Through these characters, readers can understand the message the author wants to convey, while each character displays different traits, which often lead to conflict. These characters are the figures portrayed in a story or drama, which readers understand to have certain moral, intellectual and emotional qualities through their interpretation.

Characterization in literature refers to the complex and in-depth process of developing and displaying characters in a work. It involves the author's use of various techniques to thoroughly portray a character, including detailed physical descriptions, conversations and dialogues that reveal the character's speech style and personality, and actions and behaviours that reveal the character in various situations, which can be concluded that The arrangement of characters in the story is called characterization (Reams, 2015, p. 4).

## **C. Psychosocial development by Erik Erikson**

Erik Homburger Erikson, otherwise known as Erik H. Erikson, was born in Frankfurt, Germany, on June 15, 1902. He is best known for his contributions to the field of developmental psychology. However, much of his work highlighting the concept of "identity crisis" is considered his most significant contribution to the field

of psychology. The theory of epigenetics, which forms the core of his theoretical framework, has a solid connection to the idea of "identity crisis" (Maree, 2021).

Erikson shared Sigmund Freud's belief that personality changes over time. Erikson's theory, on the other hand, explained the influence of social experience throughout the lifespan, in contrast to Freud's conception of psychosexual phases. Erikson was concerned with the roles that relationships and social contact played in human development.

According to Erikson's thesis, every stage builds on the one before it and prepares the way for later phases of development. Erikson thought that conflicts people face at each level mark a significant turning point in their development. People who resolve the conflict effectively leave the stage with psychological assets that will benefit them throughout their lifetimes (Erikson, 1977, p. 223).

Erikson also thought that acts and behaviours are motivated by a feeling of competence. According to Erikson's theory, gaining competence in a particular area of life is the goal of each stage. The feeling of mastery that results from handling the stage properly is sometimes called ego strength or ego quality. The person will feel inadequate in that area of their growth if the stage is not handled well.

Erik Erikson's theory of psychosocial development was first introduced in his book "*Childhood and Society*," which was published in 1950. Erik Erikson proposed a theory of psychosocial development consisting of eight stages, each highlighting a vital

conflict or task that individuals must face at each phase of their lives. Each stage marks a significant change in an individual's development and influences identity formation and self-confidence. Here's a brief explanation of each stage:

a. Trust vs. Mistrust:

This stage occurs in infants aged 0-1 years. Infants learn to trust or distrust their environment, primarily through experiences of consistent or inconsistent care from their caregivers. Trusted care forms the basis of trust and security. The first demonstration of social trust in the baby is the ease of feeding, the depth of his sleep, and the relaxation of his Bowels. The experience of mutual regulation of his increasingly receptive capacities with the maternal techniques of provision gradually helps him to balance the discomfort caused by the immaturity of homeostasis with which he was born. (Erikson, 1977, p. 222).

b. Autonomy vs. Shame and Doubt:

Lasts between 1 and 3 years of age. Children begin to explore their independence. They develop a sense of autonomy if given the opportunity to act independently within safe limits. However, strict limits or negative judgment can lead to shyness and self-doubt. They are, then, at the same time, ways of experiencing accessible to introspection, ways of behaving and observable by others (Erikson, 1977, p. 226).

c. Initiative vs. Guilt :

Occurs in children aged 3-6 years. Children begin to plan and take initiative in activities. If they are supported in their exploration and initiative, they are likely to develop confidence. However, if their efforts are restricted or scorned, guilt may inhibit their initiative. The goal of initiative vs guilt is to help kids be ready for their future assignments, which includes teaching them how to regulate their bad conduct, grasp language, make sense of the world, and be open to taking on new challenges. However, if the punishment is very harsh, the youngster will feel a great deal of shame and resignation. These feelings will serve as the foundation for later-on in-life behaviours like acquiescence, feeling unworthy, and even irresponsibility. The kid is in free possession of a surplus of energy, which permits him to forget failures quickly and to approach what seems desirable (even if it also seems uncertain and even dangerous) with an undiminished and more accurate direction (Erikson, 1977, p. 239).

d. Industry vs. Inferiority :

Between the ages of 6 to 12, children begin to compare themselves to others in various aspects, such as academic achievement or social ability. If they are recognized for their achievements and have positive experiences, they will feel competent (industrial). However, if they continue to fail, they will experience feelings of inadequacy, helplessness, and unproductiveness. In addition, if they continue to feel superior and look down on others, it can cause problems as well. Young people who are overly proud of their abilities may

find it difficult to build healthy social relationships. In addition, they may feel isolated as their condescending attitude towards others can make it difficult for them to be accepted among their peers (Erikson, 1977, p. 232).

e. Identity vs. Role Confusion :

Appears in adolescence, around the age of 12-18 years. Adolescents search for their identity and self-meaning. They face questions about who they are and what values they believe in. If successful in finding a consistent identity, they will experience identity stability. However, failure to find an identity can lead to role confusion. As an adolescent, the child learns how to pleasantly and successfully respond to the inquiry "Who am I"? However, even the most well-adjusted adolescents undergo some identity diffusion: the majority of boys and possibly the majority of girls dabble in small-time criminality.

Erikson focuses on the central conflict of adolescence in this period. Adolescents desire to demonstrate their foundation throughout this puberty period, which is all about self-image, existential issues, and self-confidence. They get overly fixated on what other people think of them. They are searching for their identity at this stage, asking questions like "Who am I"? If they can successfully complete this stage, adolescents can achieve their identity. On the other hand, improper development results in incorrect behavior and a wrong course in one's life. Identity dispersal is a harmful behavior that most girls and boys experiment with, whether it be small-scale delinquency, rebellion, self-doubt, running away from home, or drug use. The adolescent mind is essentially

a mind of the moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult (Erikson, 1977, p. 236).

f. Intimacy vs. Isolation:

Takes place in young adulthood, around 18-40 years old. Focus on forming intimate personal relationships. People in this stage must seek deep connection and understanding with others. Failure to build meaningful relationships can lead to social isolation. Young adults now face the developmental problem of building proactive relationships with others. According to Erikson, intimacy is emotional closeness and connectedness with others and the desire to share one's innermost feelings and thoughts. Young people will gain intimacy if they have healthy friendships and close relationships with others. However, if a relationship does not work out, they may feel isolated and afraid of losing their identity (Erikson, 1977, p. 237).

g. Generativity vs. Stagnation :

Appears in mid-life, around 40-65 years. Focuses on positively contributing to the next generation or community. This involves developing meaningful relationships and contributing to future development. Dissatisfaction in this regard can lead to feelings of stagnation.

h. Integrity vs. Despair :

It comes at an advanced age, above the age of 65. This stage reflects on the life that has been lived. If satisfied and accepting of their life, individuals can achieve integrity. However, if there are regrets or a sense of hopelessness, this can result in sadness.

Each stage marks unique challenges that individuals must overcome to achieve psychologically and emotionally healthy development. There is no set time to reach each stage, yet these stages offer a view of how humans develop throughout their life span.



## CHAPTER III

### RESEARCH METHOD

The researcher covers the study methodology in this chapter, which includes data sources, data collecting, data analysis, and research design.

#### A. Research Design

The method used in this research is literary criticism. Literary criticism is a part of literature that examines literary works directly. Literary criticism has several functions, one of which is to review literary works by analyzing and considering the value of the literary work, whether appropriate or not. In addition, literary criticism also has various theories, such as psychoanalysis, new criticism, structuralism, and others (Bennett & Royle, 2016).

This research focuses on the psychosocial development theory approach by Erik Erikson in the 1950s. The researcher describe the stages of development experienced by the main character in the novel *Three Days of Happiness*. This involves analyzing the stages of psychosocial development that underlie the main character's behaviors or events at a certain age, resulting in the character experiencing severe social withdrawal in young adulthood, which linked to Erikson's theory. Thus, this study aims to highlight the relationship between the stages of psychosocial development described by Erikson and the character and actions of the main character in the novel's story.

**B. Data Sources:**

At this stage, The data source of this research is a novel by Sugaru Miaki entitled *Three Days of Happiness*, which was published by *ASCII Media Works* with 237 chapters. The researcher explore every aspect related to the main character in this novel, documenting the details of his psychosocial development, especially the severe social withdrawal experienced by the main character.

**C. Data Collection:**

Data collection was carried out using reading and writing techniques, which included the following steps. First, researcher read the novel in depth and identified sentences, phrases, dialogue, or expressions contained in the novel. Second, classifying words, phrases, and sentences related to Erikson's psychosocial development theory, especially those that have triggers for the journey of severe social withdrawal experienced by the main character in the novel.

**D. Data Analysis:**

All the data collected focused on the psychological development of the main character in the novel *Three Days of Happiness*, especially those related to feelings of inferiority and extreme social withdrawal. The researcher used several stages from Erik Erikson's *Eight Stages of Psychosocial Development* as the main foundation in this analysis, to explore how Kusonoki's life experiences affected his psychological development in various phases of life. The data analyzed was in accordance with Erikson's

developmental theory as stated in his book (H. E. Erikson, 1977a). All relevant data is described in detail and discussed in the form of descriptive paragraphs to provide a comprehensive picture of Kusonoki's character development.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses the main findings of the research conducted on psychosocial development, with a particular focus on the severe social withdrawal experienced by the main character in the novel *Three Days of Happiness*. The analysis uses Erikson's psychosocial developmental theory framework to explore the psychosocial dynamics underlying the character's behavior.

In Sugaru Miaki's *Three Days of Happiness*, the narrative focuses on the journey of the main character, Kusonoki. The whole story focuses on two important periods of Kusonoki's life: elementary school and early adulthood in his twenties. By linking Kusonoki's character to Erikson's theory, this discussion is divided into several parts: the elementary school years, known as the Industry vs Inferiority, early adulthood, known as the Intimacy vs Isolation stage, and the stage that Kusonoki successfully passed in his adolescence, known as identity vs role confusion. This was done in order to answer the research question, how does the main character's severe social withdrawal in Miyaki's *Three Days of Happiness* align with Erikson's Theory?

#### **A. Industry vs Inferiority**

At this stage, the story focuses on Kusonoki's life during elementary school, where according to Erikson's theory, individuals are categorized as being in the industry vs inferiority stage.

## **Datum 1**

*“The classroom began to buzz with conversation. But I didn’t take part in any of it. To be exact, I couldn’t. Because, like that smart aleck who came up with the answer about lifetime expenses, I was one of the class stinkers. I pretended I wasn’t interested in talking about it and just waited for time to pass”. (Miaki, 2013, p. 3)*

Based on the data provided, Kusonoki, the main character in Suguru Miaki's *Three Days of Happiness*, is described as being at an age where individuals are generally in elementary school, which is around 6-12 years old. In the excerpt, it is explained that the classroom is filled with conversation, but Kusonoki does not participate, coupled with a quote, “unlike smart alex who can give answers about lifetime expenses” Kusonoki here identifies himself as a “class stinker,” which shows that Kusonoki feels inferior and unable to join the conversation. This highlights that Kusonoki choose inferior as way the feelings of inadequacy and lack of interest that underlie his avoidance.

According to Erik Erikson's (1977, p. 232) theory of psychosocial development, feelings of inadequacy and unproductiveness are indicative of an inferior self-perception compared to peers. At this stage of development, Erikson referred to it as the stage of “Industry vs. Inferiority.” During this period, children begin to develop a sense of competence and confidence through social interactions and academic achievement. However, if children feel inadequate or do not receive enough support from their surroundings, they may develop feelings of inferiority instead of industry.

## **Datum 2**

*“I looked down upon the children around me. I had no skills worth bragging about nor humility, so naturally, my classmates were unsympathetic. It wasn't a rare occasion that I was left out of a group, or that my things were taken and hidden from me”.* (Miaki, 2013, p. 5)

In this data, Kusonoki is described as being in the elementary school phase, where he shows a condescending attitude towards his friends even though he has no skills to be proud of and lacks a humble attitude. This causes his friends to be unsympathetic towards him. His disrespect for others resulted in his being ostracized and his peers taking and hiding his belongings.

According to Erik Erikson's psychosocial development theory, this situation can be analyzed through the “Industry vs. Inferiority” stage (Erikson, 1977, p. 233). At this stage, children develop a sense of competence through achievement and social interaction. When they experience failure in achieving competence or do not get recognition from peers, they may develop feelings of inferiority.

Kusonoki's feelings of inferiority were evident in his inability to participate positively in groups and his condescending attitude towards his peers. His inability to build good social relationships and feeling alienated from his group indicate that Kusonoki had difficulty feeling a sense of industry, which should develop a sense of competence and self-worth. This experience fits Erikson's description of how feelings of inferiority can develop when an individual feels unrecognized and alienated by peers.

### **Datum 3**

*For reasons much like my own, Himeno was despised by the rest of the class. She thought she was smart, sniffed at the people around her, and made no attempt to hide it. So she was shunned by everyone else. (Miaki, 2013, p. 6)*

Based on the data, it can be seen that there is a character named Himeno, Himeno is a female student who is in the same class as Kusonoki, who is also Kusonoki's childhood friend, himeno is narrated as being alienated by her friends because of her attitude who thinks she is smart even though she has no skills and things to be proud of and looks down on the people around her.

According to Erik Erikson's theory of psychosocial development, the Industry vs. Inferiority stage is when children develop a sense of competence and self-worth through social interaction and achievement. Feelings of inferiority arise when individuals feel unrecognized or ostracized by their peers. Himeno, by being condescending and feeling superior, faces ostracism, which reinforces feelings of inadequacy and isolation. This is in line with Erikson's theory, which suggests that loss of social status and the inability to integrate with peer groups can exacerbate feelings of inferiority (Erikson, 1977, p. 233).

Kusonoki saw similarities between his own experience and Himeno's situation, which is choosing inferiority instead of industry, which made it clear how condescension and social exclusion are interconnected. Himeno and Kusonoki's experiences show how the inability to establish positive social relationships and feel

recognized can exacerbate feelings of inferiority at this stage of psychosocial development.

#### **Datum 4**

*“Everyone passing through looked cheery, and that was why we couldn’t go down there. We were both silent because we knew that if we opened our mouths, the voice would ooze out. We kept our mouths wirmly shut anfsat there, enduring”.* (Miaki, 2013, p. 9)

Based on the passage, Kusunoki observed that all the passers-by were cheerful, while he and Himeno felt unable to join in the fun. This inability to partake in the cheerful atmosphere emphasizes their sense of isolation. They chose to remain silent, realizing that if they spoke, it would reveal their actual position and feelings to others. In this state, they choose to restrain themselves, sit in silence, and endure a sense of alienation and suppressed emotions.

According to Erikson's theory of psychosocial development, this deep sense of inferiority is reflected in their attitude of not participating in a cheerful social environment. In the “Industry vs Inferiority” stage, individuals who feel inferior may have difficulty integrating and participating in social activities involving peers. The inability to feel accepted in social groups may exacerbate feelings of alienation and cause individuals to withdraw from social interactions.

When Kusunoki and Himeno saw people around them who looked happy and cheerful yet felt unable to participate, this illustrated the impact of feelings of inferiority that made them feel alienated and unable to contribute to a positive social environment. These feelings reinforce their inability to feel connected and accepted, in accordance



with Erikson's description of how feelings of inferiority can exacerbate social isolation (Erikson, 1977, p. 233).

## **B. Identity vs Role Confusion**

Individuals are expected to discover who they are, including understanding their gender roles and sexual orientation. Although the novel *Three Days of Happiness* does not literally discuss Kusonoki's journey at this stage, evidence that Kusonoki has achieved his identity can be seen in his young adult phase, around his 20s.

### **Datum 5**

*Wakana was a girl from college, younger than me. I'd planned to invite her out to eat or something. And if things went well, I would have wanted to spend the rest of my short life with her.* (Miaki, 2013, p. 48)

The data shows that Kusonoki is considering taking Wakana, a girl younger than him, out for a meal. He hopes that if everything goes well, he would like to spend the rest of his short life with Wakana.

From the perspective of the Identity vs. Role Confusion stage of Erik Erikson's psychosocial theory (Erikson, 1977, p. 235), individuals are expected to know who they are, including awareness of their gender role. Although this stage is not explicitly discussed in the novel, Kusonoki's decision to pursue a romantic relationship with Wakana reflects that he has reached an understanding of his identity as a man. His desire to fulfill traditional gender roles, such as taking the lead in the relationship and

planning his future with Wakana, is a sign that Kusonoki is not experiencing role confusion at this stage.

### **C. Intimacy vs Isolation**

At this stage, the story focuses on Kusonoki's life during early adulthood, around the ages of 18-40, where according to Erikson's theory, individuals will be categorized as being in the Intimacy vs Isolation stage.

#### **Datum 6**

*I hadn't cut my hair in four months, and I hadn't bought any clothing since that coat I got last winter. I'd never gone to visit anyone since entering college, I wasn't able to depend on my parents also. (Miaki, 2013, p. 13)*

Based on the data, Kusonoki is described as not having cut his hair for four months, not having bought new clothes since last winter, and having social isolation from not having visited anyone since entering college. He also expressed his inability to depend on his parents.

Kusonoki, who is currently 20 years old, is categorized as facing challenges in the “Intimacy vs. Isolation” stage in Erik Erikson's theory of psychosocial development. Erikson (1977, p. 237) explains that at this stage, individuals are expected to build intimate and deep relationships with others. Achieving intimacy involves the ability to share oneself openly and build deep relationships, which contribute to emotional and social well-being.

However, Kusonoki chose isolation as a response to these challenges. The decline in self-care and social interaction reflected Kusonoki's decision to stay away from social relationships and avoid interactions that could help him build intimacy. Indifference to personal appearance indicated a decline in self-esteem and motivation. Lack of participation in social interactions and decreased support from parents exacerbated feelings of alienation and isolation.

It is important to note that the isolation Kusonoki experiences is not only the result of challenges in the young adult stage but is also a result of the impact of earlier stages of psychosocial development. Previously, Kusonoki experienced deep feelings of inferiority, which were exacerbated by an inability to build deep, positive social relationships. The inability to overcome feelings of inferiority and build satisfying relationships in previous stages contributes to the choice of isolation in the “Intimacy vs. Isolation” stage. Erikson stated that failure to overcome challenges in previous stages can affect an individual's abilities in later stages, which in this context causes kusonoki to have feelings of isolation and equality in the young adult stage (Erikson, 1977, p. 233)

### **Datum 7**

*Everyone was having a fun time watching the fireworks. They light-colored the smoke red. I stood outside the park, just watching them from the corner. (Miaki, 2013, p. 34)*

Based on the quote, Kusonoki observed people enjoying their time watching fireworks, with the light of the fireworks coloring the smoke red. Kusonoki himself stood outside the park, just observing from a corner, without engaging in the activity.

Kusonoki, who is at the young adult age of around 20, is experiencing the “Intimacy vs. Isolation” stage in Erik Erikson's theory. At this stage, individuals are expected to build intimate and deep relationships with others. Erikson (1977, p. 237) explains that achieving intimacy involves the ability to share oneself openly and build satisfying relationships, which contribute to emotional and social well-being.

In the context of this quote, Kusonoki felt isolated from the social experiences that took place around him. Despite the opportunity to engage and enjoy the fireworks with others, Kusonoki chose to stay outside and only observe from a distance. The decision to stay outside and not get involved shows a deep sense of alienation and isolation.

### **Datum 8**

*The problem was that I couldn't feel even the “tiniest bit of affection “ for anyone else since. Perhaps that minuscule amount of affection was the biggest thing in my entire life. (Miaki, 2013, p. 35)*

In this passage, Kusonoki expresses his inability to feel even the slightest affection towards others. This statement reflects Kusonoki's difficulty in establishing deep and intimate emotional relationships with others, which is an important element in psychosocial development at the young adult stage.

At young adulthood, around 20 years old, Kusonoki should be in the “Intimacy vs. Isolation” stage, according to Erik Erikson's theory. At this stage, individuals are expected to develop the ability to form intimate and satisfying relationships with others. Erikson (1977, p. 237) explains that achieving intimacy involves the ability to feel and

express affection and build deep relationships, which are essential for emotional well-being.

Kusonoki's inability to feel affection, even in small amounts, indicates a serious obstacle to achieving intimacy. In Erikson's theory of psychosocial development, failure to build intimate relationships can lead to feelings of alienation and isolation. (Erikson, 1977, p. 237). This is reflected in Kusonoki's statement, which suggests that his inability to feel affection is a significant problem in his life. This inability not only signaled a lack of ability to build deep relationships but also highlighted the impact of pre-existing feelings of inferiority and emotional isolation.

## **Datum 9**

*Though it was easier at first to think of the things I didn't want to do, the more I moved my hand, the more things want to do, the more I moved my hand, the more things that I wanted to do before I died came to mind. Things to do before I die: don't go to school, don't do any work, don't resist desires, eat some tasty things, see some beautiful things, write a will, meet and talk with friends, tell Himeno how I feel. (Miaki, 2013, p. 43)*

Based on this passage, Kusonoki reflects on the things he wants to do before he dies. Here Kusonoki is told that he is writing a contract by selling the rest of his life for a certain amount of money. At first, it was easier for him to think about things he didn't want to do, but the more he wrote, the more things he wanted to do appeared in his mind. His wishes include enjoying delicious food, seeing beautiful scenery, writing a will, meeting and talking with friends, and confessing his feelings to Himeno.

At this stage, Kusonoki realized the importance and desired to gain intimacy and social relationships with other people through the quote, " Meet and talk with a

friend, tell Himeno how I feel." this is in accordance with the theory of psychosocial development by Erik Erikson which focused on stage "Intimacy vs. Isolation." Erikson (1977, p. 237) explains that in humans, from early adulthood to adulthood, individuals are expected to develop the ability to build intimate and satisfying relationships with other people. Kusunoki's desire to do fulfilling things and express his feelings suggests a drive to seek deeper emotional connections.

This quote illustrates how experience, increasing age, and the narrowing of time change Kusunoki's perspective regarding the desire to have social relationships. This is in accordance with Erikson's theory, which emphasizes the importance of intimate relationships in psychosocial development at the young adult stage (Erikson, 1977, p. 237).

### **Datum 10**

*I had trouble dislodging my voice from my throat. I felt like the air instantly left my lungs. "you know that much about me?" I finally breathed out, trying to hide how shaken I was. (Miaki, 2013, p. 44)*

Based on the excerpt provided, Kusunoki is described as literally having difficulty making his voice and having difficulty breathing. Kusunoki felt surprised when someone was shown to recognize and know many deep things about him, so he tried to hide the feeling of surprise he experienced.

This reaction shows how isolated Kusunoki has been and how bad his social relationships are. As a young adult, 20 years old, Kusunoki should be in the "Intimacy vs. Isolation" stage according to Erik Erikson's psychosocial development theory. At

this stage, individuals are expected to develop the ability to build intimate relationships and establish social connections with others (Erikson, 1977, p. 237). Success in this stage is characterized by the ability to form deep emotional bonds, while failure results in feelings of loneliness, alienation, and poor social relationships.

Kusonoki's shaken reaction shows his discomfort and inability to connect emotionally with others. This is in accordance with Erikson's theory, which emphasizes that failure to build intimate relationships at this stage can result in feelings of alienation and emotional isolation. Kusonoki's inability to establish social relationships with others and his fear of being recognized by others reflect the psychological barriers he experiences in establishing meaningful social relationships.

### **Datum 11**

*It had been too long since I'd called someone myself rather than being called.* (Miaki, 2013, p. 47)

This quote shows that Kusonoki feels that it has been too long since he last called someone on his initiative rather than just receiving calls from others. This indicates how isolated Kusonoki is and how rarely he takes the initiative to establish social communication.

According to Erik Erikson's theory, at the "Intimacy vs. Isolation" stage (young adulthood, around 18-40 years old), individuals are expected to develop the ability to build intimate and satisfying relationships with others. Success in this stage is characterized by the ability to love and cooperate with others deeply. Conversely,

failure in this stage results in feelings of alienation, loneliness, and emotional isolation (Erikson, 1977, p. 237).

Kusonoki, who felt it had been too long since he last called someone on his own initiative, showed signs of social isolation. His inability to take the initiative in establishing communication reflected a deep sense of insecurity and self-confidence. This may be due to past experiences that made her feel inferior and less valuable.

## **Datum 12**

*I was extremely nervous on the phone, it had always been that way since I was a kid; I also never invited anyone over, nor started a conversation with someone, (Miaki, 2013, p. 47)*

Based on the excerpt provided above, Kusonoki revealed that he had always felt very nervous when talking on the phone since childhood. He also never invited anyone to his home or initiated conversations with others. These experiences indicate deep social isolation and an inability to build healthy interpersonal relationships with those around him.

Erikson (1977, p. 237) explains that in the stage of intimacy vs isolation, some individuals are expected to develop intimate and positive relationships with others. Kusonoki, who is at the age of 20 years old, was categorized by the Intimacy vs Isolation stage due to the feelings of inferiority he has felt since his school days and his struggles to build healthy social relationships until his young adulthood, which made him choose isolation instead of intimacy. Erikson explains that failure in one stage of development will have an impact on later stages (Erikson, 1977, p. 222). In Kusonoki's case, his



failure to overcome feelings of inferiority in childhood has now resulted in isolation and an inability to achieve intimacy and carry out relationships with others in young adulthood.

### **Datum 13**

*Wakana was a girl from college, younger than me. I'd planned to invite her out to eat or something. And if things went well, I would have wanted to spend the rest of my short life with her. At this point, I felt a sudden welling of loneliness. The first change I felt once the end of my life was made clear was an unfathomable longing to be with another person. I had a violent urge to at least talk to someone. (Miaki, 2013, p. 48)*

In this excerpt, Kusonoki tells about Wakana, a girl from college who is younger than him. Kusonoki plans to take her out to eat or do something together. If everything went well, he wanted to spend the rest of his short life with Wakana. Kusonoki felt a sudden wave of loneliness. After knowing that his life was coming to an end, he felt a very deep longing to be with others and a strong urge to at least talk to someone.

At this stage, Kusonoki began to realize the importance of intimacy and the desire to establish relationships with others. According to Erik Erikson's theory, at the "Intimacy vs. Isolation" stage (young adult age, around 20-40 years), individuals are expected to develop the ability to build intimate and satisfying relationships with others (Erikson, 1977, p. 237). Success in this stage is characterized by the ability to love and cooperate with others deeply. On the other hand, failure in this stage results in feelings of alienation, loneliness, and emotional isolation.

Kusonoki, who had previously experienced isolation and difficulty in building social relationships, now began to feel the importance of the presence of others in his life. This realization came after he learned that his life was coming to an end. The feeling of deep loneliness and the desire to be with others reflects the drive to achieve intimacy and overcome the isolation he felt before. The desire to talk to someone and build a relationship with Wakana shows Kusonoki's attempt to seek a deeper emotional connection.

#### **Datum 14**

*I heard happy laughter from the window next-door. It sounded like a group of college kids. The light from their window couldn't even be compared to the light from mine. I wouldn't have paid it much mind before, but now, it was piercing me right in the heart. (Miaki, 2013, p. 52)*

In this excerpt, Kusonoki heard happy laughter from the window. It sounded like a group of college kids having fun. The light from their window could not compare to the light from his own room. Before, Kusonoki probably wouldn't have paid much attention to it, but now, the sound of laughter pierced his heart.

This quote illustrates Kusonoki's deep feelings of loneliness and isolation. While he may not have noticed other people's happiness before, right now, it emphasizes his feelings of isolation. The sound of laughter and light from his neighbor's window become symbols of an active and happy social life, something that is in stark contrast to Kusonoki's isolated and lonely life.

According to Erik Erikson's theory, at the "Intimacy vs. Isolation" stage (young adulthood, around 20-40 years old), individuals are expected to develop the ability to build intimate and satisfying relationships with others. Success in this stage is characterized by the ability to love and cooperate with others deeply. Conversely, failure in this stage results in feelings of alienation, loneliness, and emotional isolation (Erikson, 1977, p. 237).

Kusonoki's feelings of alienation indicate that he has failed to achieve intimacy and healthy social relationships. The social isolation Kusonoki feels is a result of past experiences that made him feel inferior and less valuable. The failure to overcome feelings of inferiority at earlier stages of development, such as "Industry vs. Inferiority" (6-12 years), now affects his ability to achieve intimacy at the young adult stage. This is confirmed by the quote, failing in a certain stage will have an impact on the next stage (Erikson, 1977, p. 222).

### **Datum 15**

*But "family" isn't a comfortable thing for everyone. I, for instance, had no plans to make any contact with my family. (Miaki, 2013, p. 54)*

This quote describes Kusonoki's feelings towards the concept of family. For him, family was not something he was comfortable with. He does not even plan to have contact with his family. This indicates emotional distance and possibly conflict or dissatisfaction with his family dynamics.

According to Erik Erikson's theory, at the "Intimacy vs. Isolation" stage (young adulthood, around 20-40 years old), individuals are expected to develop the ability to build intimate and satisfying relationships with others. Success in this stage is characterized by the ability to love and cooperate with others deeply, and certainly includes relationships with family. Healthy and intimate relationships with parents and other family members are one indicator of success in this stage. Conversely, failure in this stage results in feelings of alienation, loneliness, and emotional isolation (Erikson, 1977, p. 237).

However, Kusonoki, who is at the age of 20, feels uncomfortable with the concept of family and does not plan to have contact with his family. This confirms that there are signs of emotional isolation. His inability to establish a healthy relationship with his family reflects the challenges he faces in achieving intimacy with others. This isolation may exacerbate feelings of loneliness and inability to achieve intimacy, which are the main focus at this stage of development.

### **Datum 16**

*my own judgments, I was a social outcast who avoided places with lots of people. Being somewhere like that felt like a mistake, and the thought of meeting someone I knew there gave me cold feet.* (Miaki, 2013, p. 60)

In this quote, Kusonoki describes himself as someone who avoids places with many people and feels like a social outcast. He feels uncomfortable in crowded places and even the possibility of meeting someone he knows makes him feel nervous. This

shows that Kusonoki has difficulty in establishing healthy social relationships, which is a sign of emotional isolation.

According to Erik Erikson's theory at the "Intimacy vs. Isolation" stage (young adult age, around 20-40 years), individuals are expected to develop the ability to build intimate and satisfying relationships with others. Failure in this stage results in feelings of alienation, loneliness, and emotional isolation (Erikson, 1977, p. 237). Kusonoki's inability to feel comfortable in social settings and build deep relationships reflects the challenges he faces in achieving intimacy. This illustrates how feelings of inferiority and isolation affect his ability to participate in social environments and achieve intimate relationships, in accordance with Erikson's theory.

### **Datum 17**

*Would I tell her I'm too timid to handle everyone's eyes on me? Why was I still so concerned about how others saw me. (Miaki, 2013, p. 61)*

This quote describes Kusonoki's struggle with the fear of other people's eyes. He wonders if he should admit to his conversants that he is too shy to face the gaze of the crowd, but after that Kusonoki realizes why he still cares so much about how others see him. In this phase Kusonoki is still in the stage of self-isolation but based on the narrative that follows, it shows that Kusonoki is starting to realize the importance of facing his social fears and insecurities.

According to Erik Erikson's psychosocial development theory (1977, p. 237), the "Intimacy vs. Isolation" stage (young adulthood, around 20-40 years old)

emphasizes the importance of developing intimate and satisfying relationships with others. Kusonoki, who was at the age of 20, began to realize that constantly isolating himself was not a healthy solution. His realization to face his social fears was the first step towards overcoming emotional isolation and building healthier and more intimate relationships with others. This process is essential to achieving success in this stage of development and preventing feelings of isolation and loneliness.

### **Datum 18**

*A will is fundamentally a means of communication. I had to write to tell someone something about me. (Miaki, 2013, p. 81)*

This quote largely shows that Kusonoki began to realize the importance of communication with others. He realizes that a will is one way to communicate, to tell someone about himself. This shows that Kusonoki began to feel the need to share and tell about himself to others.

According to Erik Erikson's psychosocial development theory (1977, p. 237), the "Intimacy vs. Isolation" stage (young adulthood, around 20-40 years old) emphasizes the importance of building close and deep relationships with others. At this stage, individuals are expected to find ways of connecting emotionally and building intimacy. Kusonoki, who was at the age of 20 and initially in the phase of self-isolation, began to realize that she needed someone to share and tell about herself with, and not just isolate herself. This realization reflected the first step towards forming deeper relationships and reducing feelings of loneliness and emotional isolation.

## **Datum 19**

*It was my first experience reading a book with someone else. It seemed like more enriching reading that way, since I wasn't just thinking about how I felt, but how Miyagi felt reading the same part. (Miaki, 2013, p. 113)*

This quote shows that Kusunoki experienced the richness of a new experience by reading a book with others for the first time. He felt that the experience was more meaningful because he did not only focus on his own feelings, but also noticed how Miyagi, a female observer assigned to observe his activities after he sold the rest of his life for 300 thousand yen, felt the same part of the book. This shows that Kusunoki began to value social interaction and sharing experiences with others, which is an important step in overcoming isolation.

According to Erik Erikson's (1977, p. 237) theory of psychosocial development, the "Intimacy vs. Isolation" stage (young adult age, around 20-40 years old) involves developing close and mutually supportive relationships with others. In this context, Kusunoki began to understand the importance of sharing experiences and emotions with others to build intimacy and reduce loneliness. Through this experience, he showed progress in overcoming emotional isolation and improving the quality of his interpersonal relationships.

## **Datum 20**

*In my drowsiness, I thought: Just how much has Miyagi helped me? How cornered would I feel now if Miyagi weren't there? But that's why I shouldn't make her worry any moreso - so I told myself. (Miaki, 2013, p. 141)*

This quote describes Kusonoki's reflection on Miyagi's role in his life. In a sleepy state, He reflects on how much Miyagi has helped him and how he might feel depressed if Miyagi were not around. Kusonoki realizes that Miyagi's presence has provided significant emotional support, although he also feels pressured not to worry Miyagi further. This shows that Kusonoki is beginning to appreciate and realize the importance of social support in his life.

According to Erik Erikson's psychosocial development theory (1977, p. 237), the "Intimacy vs. Isolation" stage (young adulthood, around 20-40 years old) emphasizes the importance of building supportive and deep relationships with others. In this context, Kusonoki begins to understand how important the support and presence of others is to overcome feelings of loneliness and isolation. This realization reflects progress in developing intimate relationships and reducing emotional isolation, which is an important part of achieving success in this stage of development.

### **Datum 21**

*But I think thanks to that experience, I can still put my deepest hopes in someone else. (Miaki, 2013, p. 159)*

This quote shows that Kusonoki began to realize the importance of placing hope and trust in others after a certain experience. He recognizes that thanks to the experience, he can still place his deepest hopes in someone. This reflects progress in his ability to open up and build closer relationships, an important step in overcoming emotional isolation.



According to Erik Erikson's (1977, p. 237) theory of psychosocial development, the "Intimacy vs. Isolation" stage (young adulthood, around 20-40 years old) involves the ability to develop intimate and mutually supportive relationships with others. In this context, Kusunoki showed progress in this stage by starting to place hope and trust in others, which signaled progress towards achieving intimacy and reducing feelings of loneliness. This realization is an important indication of healthy emotional and social development at the young adult stage.

## **Datum 22**

*I kept telling myself: Think, think, think. How can I pay the debt in the remaining two months? How can I ensure Miyagi will sleep peacefully? How can I ensure Miyagi won't be alone after I'm gone?(Miaki, 2013, p. 189)*

This quote illustrates how Kusunoki focused on various worries and responsibilities as he neared the end of his life. He constantly contemplated ways to pay off his debts in the time remaining, ensure Miyagi could sleep well, and ensure Miyagi did not feel alone after his departure. This shows that Kusunoki began to shift attention from himself to think about the welfare of others, particularly Miyagi, which signifies progress in interpersonal relationships and intimacy.

Within Erik Erikson's psychosocial development theory framework, the "Intimacy vs. Isolation" stage emphasizes the importance of building deep and mutually supportive relationships. In this context, Kusunoki's concern for Miyagi's responsibility and well-being reflects progress in developing intimacy with others. Focusing on Miyagi's needs and thinking about how to look after the well-being of

people important to him, Kusunoki shows progress in overcoming emotional isolation and building more meaningful relationships before the end of his life.

### **Datum 23**

*Thinking about it, there was something I could do that would make Miyagi happy in a very real way. (Miaki, 2013, p. 197)*

This quote reflects Kusunoki's thoughts on how he can concretely make Miyagi happy, signaling that he has entered a stage where he begins to think about the positive impact on other people's lives. This realization shows that Kusunoki is already at the "Intimacy" stage in Erik Erikson's psychosocial development theory, where individuals focus on building deep and mutually supportive relationships (Erikson, 1977, p. 237).

According to Erik Erikson's psychosocial development theory, Kusunoki's efforts to do something tangible for Miyagi's happiness reflect progress in building intimacy. It signifies that he has successfully overcome emotional isolation and is now committed to building meaningful and mutually supportive relationships, indicating that he has reached the "Intimacy" stage in his psychosocial development.

### **Datum 24**

*I did one ridiculous act after another over the next few days. To put it simply, I did everything you're not supposed to do alone. Of course, I was doing it with Miyagi. (Miaki, 2013, p. 199)*

This quote shows that Kusunoki performs various actions or activities that are considered unusual for him to do and cannot be done alone, but he does it with Miyagi. This shows a significant change in Kusunoki's attitude and behavior, where he begins

to share experiences and activities with others, especially Miyagi, which signifies progress in building closer interpersonal relationships.

According to Erik Erikson's psychosocial development theory, the "Intimacy vs. Isolation" stage emphasizes the importance of building deep and mutually supportive relationships with others. Kusunoki's actions to share various experiences with Miyagi reflect progress towards intimacy, as he has successfully overcome emotional isolation and is committed to creating meaningful relationships. This shows that Kusunoki has reached a stage where he can build mutually supportive and meaningful relationships by the principles of Erikson's theory (Erikson, 1977, p. 237).

#### **Datum 25**

*I would always actively say Miyagi's name, walk holding hands with her, make eye contact with her, and generally try to insist on her existence. (Miaki, 2013, p. 200)*

This quote shows that Kusunoki actively mentions Miyagi's name, walks hand-in-hand, makes eye contact, and tries to emphasize Miyagi's presence in his life. These behaviors reflect Kusunoki's attempt to establish and strengthen a deep emotional connection with Miyagi. These actions signify Kusunoki's desire to strengthen the bond, demonstrate Miyagi's importance in his life, and affirm his commitment to this relationship.

According to Erik Erikson's psychosocial development theory, the "Intimacy vs. Isolation" stage emphasizes the importance of developing meaningful and mutually supportive relationships. Kusunoki's efforts to actively acknowledge Miyagi's presence

through actions such as saying his name, holding hands, and making eye contact reflect progress in building intimacy. This shows that Kusonoki has successfully overcome emotional isolation and is committed to creating a deeper and more meaningful relationship, it is suitable with the principles of Erikson's theory regarding achieving intimacy in interpersonal relationships (Erikson, 1977, p. 237).

### **Datum 26**

*I wondered if Miyagi was off observing someone else now. I prayed that they wouldn't attack Miyagi out of desperation. I prayed that Miyagi could keep working until she paid her debt, and live such a happy life that she forgot all about me. I prayed that someone would appear who Miyagi found more important than me, and who found Miyagi more important than I had. (Miaki, 2013, p. 227)*

This quote depicts Kusonoki's concern about the well-being of Miyagi, who has become an important part of his life. Kusonoki felt anxious that Miyagi might be observing others and worried for Miyagi's safety if he faced a difficult situation. This concern shows a deep level of care and a sense of responsibility towards Miyagi, which may not have been so obvious in their relationship before.

Kusonoki's concern that Miyagi might experience an attack or difficulty illustrates a significant shift in his thinking. At the stage of "Intimacy vs. Isolation," individuals are expected to develop meaningful and mutually supportive relationships. Kusonoki is now showing progress in meeting the expectations of this stage, by praying for Miyagi to have a happy life and be able to forget about him. This shows that Kusonoki is beginning to prioritize the happiness and well-being of others over his interests, reflecting progress in achieving intimacy.

Finally, Kusunoki's prayer for someone to emerge who is more important to Miyagi and finds Miyagi more meaningful than he does reflects an altruistic attitude and recognition of the value of relationships. Kusunoki not only wants Miyagi to be happy, but also prays that Miyagi finds a more fulfilling and meaningful relationship than the one they have together. This signifies the achievement of the "Intimacy" stage in Erikson's theory.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This final chapter discusses research findings derived from the analysis and discussion of the previous chapter. In addition, researchers provide suggestions to various parties for further research.

#### **A. Conclusion**

By analyzing Sugaru Miaki's *Three Days of Happiness* using Erik Erikson's theory of psychosocial development, this study focuses on two main developmental stages: Industry vs. Inferiority and Intimacy vs. Isolation. This focus was chosen because the story in the novel focuses on depicting two important periods in Kusunoki's life: his elementary school years, which reflect the 'Industry vs. Inferiority' stage, and his young adulthood in his 20s, which depicts the 'Intimacy vs. Isolation' stage.

During elementary school, Kusunoki experienced various challenges that shaped his sense of inferiority. This corresponds to the Industry vs. Inferiority stage, where individuals are expected to develop a sense of competence. which in this context, Kusunoki chose inferiority over industry. Meanwhile, Kusunoki's young adulthood, at the age of 20, became the focus of the stage of Intimacy vs. Isolation, where he faced a crisis between forming intimate relationships or experiencing social isolation.

As Erikson explained, failure in one stage of psychosocial development can affect an individual's ability to deal with challenges in the next stage (Erikson, 1977, p.

222). In addition, the novel also highlights the essential nature of humans as social beings who need emotional connections with others to feel whole. Although Kusonoki had experienced deep isolation, the need for intimacy remained and became a strong impetus for his psychological development. This underscores that humans, under any circumstances, need social connections and relationships as an essential part of their lives, and without it, individuals can fall into isolation and despair.

### **B. Suggestion**

Based on the results of the analysis, the author suggests that readers should understand that psychosocial development is not always linear and can be influenced by many factors, including failure in earlier stages of development. The novel emphasizes the importance of social support and interpersonal relationships in helping individuals overcome the crises they face at each stage of their lives. Therefore, readers are expected to be more aware of the importance of positive social interactions in psychological development, especially for individuals who experience social isolation.

For future research, it is suggested that researchers further explore the influence of Erikson's stages of development in various other literary works. Researchers can also delve deeper into how each stage of psychosocial development affects other characters in the novel, or make comparisons with literary works that have similar themes. The study of how individuals who fail in one stage of development can recover in the next stage can also provide deeper insights into human flexibility and resilience in the process of psychosocial development.

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## CURRICULUM VITAE



**Andrian Rahmat Hidayat** Born in Probolinggo on May 1, 2003. Graduated from SMA Negeri 1 Gending, Probolinggo. Began undergraduate studies in English Literature at UIN Maulana Malik Ibrahim Malang in 2020 and completed the degree in 2024. During his studies, he interned at the NTB Tourism Office.