The Study of Humanistic Personality Psychology of the Main Character of the Novel Si Anak Pelangi by Tere Liye: The Value of Character Education and Its Relevance to Learning

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Abstract. The purpose of this study is to examine the psychology of the humanistic personality of the main character of the novel Si Anak Pelangi Kakejiwaan of the main character of the novel Si Anak Pelangi by Tere Liye and the value of character education and its relevance to learning Indonesian in elementary school. The research method uses a descriptive qualitative approach based on the study of Habernas' humanistic psychology. The results of this study are Haberman's humanistic psychological theory, namely (1) technical learning, (2) practical learning, and (3) emancipatory learning. In addition, there are several values of character education such as, (1) hard work in the form of doing something diligently and accompanied by sincere intentions, (2) politeness in speech and behavior, (3) giving awards by sincerely accepting someone's gift, (4) positive, in acting both in sports and interacting with others, and (5) patient in dealing with insults and even insults from others to us.

Keywords: Education, Character, Novel, Learning Indonesia Elementary.

INTRODUCTION ~ Literature is an art created from creative hands which is a description of life that occurs on earth. Literature is a reflection of life, literature does not absorb values in life carelessly but is guided by principles and goals (Atar M, 1993) Art works not only give birth to inner experiences in the form of literary works, but are also creative in choosing the best elements from experience of human life that is traced. Literary works are classified not based on time or place, but based on a particular type of literary structure or arrangement. Prose fiction which consists of three species: short stories, novels and romances is referred to as a genre (R. Wellek & W, 1995). Literature serves to entertain as well as teach something. A literary work functions according to its nature. In addition to displaying elements of beauty, entertainment and seriousness, literary works also have elements of knowledge, for example novels (R. and A. W. Wellek, 1995).

Literature also has a role as an educational tool that should be used in the world of education, and in this writing it can be focused on its role in efforts to shape and develop children's personalities (Nurgiyantoro, 2013). role as character building, that is, literature can be believed to have no small contribution in the effort to form and develop the child's personality. Literary works (novels) are widely used as a means to teach various necessities of life, provide moral teachings, ethics of life, spirit of struggle, pass on views of life, and values believed to be the truth of society (the nation).

The novel is a picture of real life and behavior at the time the novel was written. The novel reveals deep human aspects and is presented in an extraordinary way, because the incident was created from a conflict or conflict that exists in human life. A novel is a story that contains several unified problems followed by causal factors and consequently, a series of problems occurs, namely by re-expressing other problems (Muhardi & WS, 1995) (Muhardi & WS, 1995). Novels as a form of literary work are expected to bring out positive values for their readers. When the world of education is judged to be only concerned with the academic realm, it ignores moral issues and nobility of character.

In the study of psychology, human needs have received various attentions from a number of psychologists. One of the most popular needs theory was introduced and developed by Abraham Maslow. Maslow views that human behavior is determined by the human tendency to fulfill needs so that humans can achieve a happy and satisfying life (Hikma, 2015). Based on this view, Maslow developed a theory about the fulfillment of needs, known as the "Hierarchy of Needs" (Hierarchy of need). This theory is known as a hierarchy because according to Maslow there are five hierarchies of human needs that must be met based on their main priorities (Tara et al., 2018).

The work of Tere Liye's Si Anak Pelangi is a literary work that can be used as a strategic intermediary to realize the goal of instilling character education values in children because in the novel there are several character education values that can be used as guidelines to shape children's character. Lack of character education instilled by the community, be it parents, teachers, the family environment and the surrounding community to children from an early age (Budiyono Saputra, 2020). Until it causes a multi-dimensional crisis and deterioration in various personal dimensions of children who will later be prepared as the nation's next generation and the educational values that have been embedded in the personalities of Indonesian children can be implemented properly, it is not impossible that Indonesia can restore dignity and dignity in the eyes of the world (Rahtomo, 2014). We must instill character education consistently to the children of this nation's successors, in order to give birth to a generation that can prevent them from bad characters that can bring down the joints of life in a cultured and characterized Indonesian society.

Character education has the same essence and meaning as moral education and moral education with the aim of shaping the child's personality, so that he becomes a good human being, a citizen, and a good citizen (Gunawan, 2014). Therefore, the nature of character education in the context of Indonesian education is the education of noble values originating from the culture of the Indonesian nation itself in order to foster the personality of the younger generation (Gunawan, 2012). Character education is realized through moral values that are implemented to become a kind of value in us that will underlie and and behavior. Character values do not come by themselves to form the values of character education, they must re-instill the basic values of character education such as values (religious, honest, tolerant, disciplined, hard work, creative, democratic,

curiosity, national spirit, love for the homeland, respect for achievement, friendly, love peace, love to read, care for the environment, care about social, and responsibility) (Yaumi, 2018).

Meanwhile, Megawangi (Putra, 2019) has nine (important characters to be instilled in the formation of children's character. These various characters are in line with the values of local wisdom which contain universal noble values, including: (a) love for God and the universe along with its contents, (b) responsibility, discipline, and independence, (c) honesty (d) respect and courtesy, (e) affection, concern, and cooperation, (f) self-confidence, creativity, hard work and never give up, (g) justice and leadership, (h) kindness and humility and (i) tolerance, love of peace, and unity.The trend of character education in the 19th century continued to roll and perfected until it was widely adopted by the education system in many countries, including Indonesia. In Law number 20 of 2003, the Government of Indonesia clearly states the main function of its education system, namely to form Indonesian people who are not only intelligent but also have character or character. character (Hikami, 2009).

Based on this, the author is interested in researching the Psychology Study of the Humanistic Personality of the Main Character in Tere Liye's Si Anak Pelangi Novel and the Value of Character Education and Its Relevance to Learning Indonesian in Elementary School.

METHOD

The method used in this study is a qualitative descriptive method. It is said to be descriptive because in this study the researcher describes the data to be analyzed in the form of the psychological aspects of the main character in the novel Si Anak Pelangi by Tere Liye based on the study of humanistic psychology of Habernas (Hikma, 2015). It is said to be qualitative because in explaining concepts that are related to each other by using words or sentences instead of using statistical figures. The type of research used is library research. It is said to be a library research because this research is supported by references in the form of novels and supporting book sources. The literature can be in the form of books, journals, magazines, newspapers, internet and some writings that have relevance to the discussion in this study.

The data in this study are written data in the form of quotations or dialogues of the main characters contained in the novel Si Anak Pelangi by Tere Liye related to the psychology of the main character based on humanistic psychology analysis. The data analysis technique is using a literary psychology approach. The analysis was carried out by identifying the data in the form of dialogues, sentences, phrases and words of the main character in the novel Si Anak Pelangi by Tere Liye. Classify dialogues, sentences, phrases and words as a psychological picture of the main character in the novel Si Anak Pelangi by Tere Liye. Analyzing the data found using the theory of Humanistic Psychology. Furthermore, data description is the presentation of data that has been interpreted in the form of linguistic exposure. Then, the interpretation of the data is the interpretation of the data that has been grouped.

RESULTS AND DISCUSSION

Novel Si Anak Pelangi there are several character education values that can be taken as learning. According to Habernas, new learning will occur if there is interaction between the individual and his environment in the form of technical learning (technical learning) learning how a person can interact with his natural environment correctly, (2) Practical learning (practical learning), namely learning how a person can interact with his social environment. , namely with the people around him well, and (3) Emancipatory learning, namely learning that emphasizes efforts so that a person achieves an understanding and high awareness of changes or cultural transformations with their social environment.

Technical Learn
"A far-sighted vision" Mr. Cip repeated Noorman's words while shaking his head, "That's great"

"That's great, sir. All of our players run like the wind, defend like a bull, pass like shooting an arrow right at the target.

" Based on the quote above, it is explained that sports games use great and extraordinary techniques. The implementation of technical aspects is in accordance with Habernas' psychological study, namely technical learning.

Practical Learning
Do not be easily provoked, and when we receive information later we are not sure, then it is better to check, check and check. Through the character of Buya Syafii who gives advice to his students not to easily believe information that is not necessarily true.

"CHECK, check, and check! When you hear a piece of news, don't just believe it. Always check whether it is correct or not. If it concerns someone, immediately ask the person concerned. Find out whether it is true or not."—Buya Syafii (page 183)

Based on the quote above, it can be illustrated that practical learning can be done in a careful and unhurried manner, so that it is able to produce work that is in line with expectations. In addition, when the results obtained reach the maximum word, then the work can be said to be practical and effective. Another message, don't be like Aunt Sona (please read the book), so Mamak advises Ras on this:

"Be smart with yourself. Be smart in determining which are needs and which are only wants. Don't buy something just because of prestige. Do not let the pegs bigger than the posts. It will be difficult, more than you can imagine."—Mamak

Based on the quote above, it is taught to always consider urgent needs as well as desires. In practical learning, you can choose a more appropriate choice, namely prioritizing needs over wants.

Emansipatorys Learning
"Dirty Rasuna"

Kak Damay laughed. I took the fried goldfish fin from the plate. Throw it at kak damay who is opposite the chair with me. It's easy, Sis Damay catches it, eats it right away, it's crispy, it sounds like crackers. "It's not good to throw food, Race.

" Sis Damay made fun of Ras, Mak"

Based on the quote above teaches that food should not be treated like a useless item by throwing it. Anger should not be vented by throwing food, because food is

a sustenance given by God to us to be used as much as possible to support daily life. This is a form of emancipatory learning.

The Relevance of Character Education Value Analysis to Indonesian Language Learning

Indonesian language learning is directed at increasing the ability of students to communicate in good and correct Indonesian, both orally and in writing, as well as fostering an appreciation of the work of Indonesian human literature. According to Munaf (2008:1) in learning Indonesian Language and Literature, there are four abilities that students have, namely listening, speaking, reading and writing. It is important to teach reading to be applied in learning Indonesian.

Reading is a receptive activity. According to Gani (in Munaf, 2008: 3) reading is a complex activity which is an attempt to get something you want to know, learn what you want to do or get fun and experience. Reading aims to get information, knowledge and keep away from backwardness (Nurhadi in Munaf, 2008: 5). Gani (in Munaf, 2008:6) suggests the types of reading into two groups, namely based on the level and based on speed and purpose (Munaf, 2008).

Indonesian has a very important role, namely language has a function as a communication tool in various contexts. Both written and oral communication. This can be seen from the use of language in academic society which can be used in the writing of scientific works such as book summaries, seminar papers, workshops, theses, theses, and dissertations. All of these works are a form of written communication in the academic world. Likewise, oral communication can be seen in its form when the academic community provides material in class, seminars, scientific orations, and inaugural speeches for doctors and professors (Sulistiyowati, 2013).

The cultivation of character values is carried out using various media, one of which is through literary works. Creative literary works are born from the art of language and are likened to a description of human sociocultural life. Literary works can describe human life in various forms. The values possessed by literary works are accepted and understood by the reader, which will indirectly provide a picture of the reader's attitude and personality. Literature not only has a role in instilling noble character but also has a role in character building since childhood (Yulianto et al., 2020).

CONCLUSION

Based on the data analysis that has been done, there is Haberman's humanistic psychological theory, namely (1) technical learning, (2) practical learning, and (3) emancipatory learning. In addition, several values of character education were found such as, (1) hard work in the form of doing something diligently and accompanied by sincere intentions, (2) politeness in speech and behavior, (3) awarding by accepting someone's gift sincerely, (4) positive, in acting both in sports and interacting with others, and (5) patient in dealing with insults and even insults from others to us.

Based on this conclusion, the Main Character of the Novel Si Anak Pelangi by Tere Liye: The Value of Character Education and Relevance to Learning is highly recommended as teaching material because it contains the values of main

character education. This is very much in line with the current government program, namely Strengthening Character Education. This program is intended to prepare students not only with high intellectuality but also with noble character.

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