

Social Dimension in The Novel Kita Pergi Hari Ini and Its Integration in Character-based Literature Learning in SMA

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Abstract

This research was conducted with the aim of describing (1) the social dimension in the novel *Kita Pergi Hari Ini* by Ziggy Zezsyazeoviennazabrizkie and (2) its integration in character-based literature learning in high school which is adapted to the Learning Outcomes of Indonesian Language subjects in Phase F in the Merdeka Curriculum. This research uses a qualitative descriptive method by presenting the results in the form of descriptions where the data is collected using documentation techniques. Data analysis was carried out using the dialective method. The data source is the novel *Kita Pergi Hari Ini* with data in the form of story quotes in the novel that represent the social dimension. The research results show that: (1) the social dimensions of the novel include high birth rates, problems with ruling groups, bad environments for children, misunderstanding of children's intelligence, poverty, and stereotypes of femininity and masculinity and (2) the research results are integrated with literature learning in high school by implementing literary appreciation material into teaching materials using the discovery learning model.

Introduction Section

Literary works are an artistic expression of all imaginative and creative human existence using language as a medium. Through the reflection of writers, literary works present a reflection of the author's social environment by containing the values of life felt by the author through the aesthetics of language so that it can be felt by the reader because in literary works themselves, aspects of human life cannot be separated from it. The reflection of social reality depicted in literary works, apart from being a work of art, also influences inviting, prohibiting, and even influencing humans seen from humans and various aspects contained in their daily lives such as social aspects, value aspects, moral aspects, customary aspects, ethical aspects, and other aspects (Hartanto, et al, 2021: 22). In line with that, Al-Ma'ruf and Nugrahani (2020: 4) state that literary works are a medium of expression of an imaginative fictitious writer that contains values and the nature of life that the writer feels, thinks, lives, and experiences.

Plato also revealed that the world of reality is what is imitated by literary works which are also imitations of the world of ideas. Therefore, if the self-formation by the world in literary works forms a social world, then the world is an imitation of the social world in reality as studied in sociology (Faruk, 2012: 45). However, Escarpit (2005: 4) states that there is no truly sociological perspective, even in the best traditional literary history handbooks. Sometimes authors are aware of the social dimension and try to provide a representation, but in the absence of a solid and fit-for-purpose method, they often remain confined to traditional schemes concerning people and works (Escarpit, 2005: 4). So, it can be said that there is a sociology of literature that may investigate the social basis of authorship. This departs from Wolf's statement that the sociology of art and literature is a formless, ill-defined discipline, consisting of several empirical studies and various experiments on somewhat more general theories, each of which only has in common that they all deal with the relationship between art or literature and society (Faruk, 2012: 4). In social theory itself, Marxist theory occupies a dominant position in any discussion of the sociology of literature (John Hall: 1979). In the beginning, Karl Marx himself was a writer, therefore his theory not only pays special attention to literature but is also influenced by the romantic worldview of literature. Marx's social theory is not only neutral but also contains an ideology whose achievements are continuously sought by its adherents. Marx's social theory builds an integral and systematic totality of social life in which literature is placed as one of the social institutions that is no different from other social institutions, because they all belong to one social category, namely as mental activity as opposed to human mental activity.

One type of literary work is the novel. A novel is a story that has a long plot with the aim of filling one or more books by working on the lives of men and women imaginatively (Tarigan: 2011). This is in line with the opinion of Kosasih's (2002) with his statement that considers novels as imaginative stories with the story of the problematic life of a person or

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several characters as a whole. Therefore, it can be said that a novel is an imaginative literary work with a story that tells about complex human life. As a literary work, a novel cannot be separated from the reflection of the author's social life. Various problems of human life are told in novels, both their interactions with others and their environment, as well as their interactions with themselves and God. In the novel itself, there are social dimensions formed from the reality of the social world from the author's perspective and how he sees the world.

Novels as works of fiction that have aesthetic value, often do not explicitly convey the author's intentions. Novels are usually written in the author's language style and contain certain intentions in the form of a sign that has its meaning. In-depth interpretation in the form of understanding symbolism is important for language borrowing so as not to be misunderstood to study meaning to be used as a medium of communication. In addition, the expression of various ideas and opinions in the human mind can also be expressed even though language itself is not only concrete but also abstract (Sudjiman & Zoest, 1992: 57). Then, Peirce revealed that we might be able to think about signs that relate to other people and give meaning to what is shown by the universe with semiotics (Hoed: 2007). This, the development of critical thinking is required with a thorough understanding of the meaning in the abstract words that are usually used in a literary work. This comprehensive study can provide more interesting meanings that can then be developed in a broader realm. As quoted from an essay by the French literary theorist Todorov who quotes the linguist Benveniste (1971: 32), the structure of language determines all semiotic systems; because art (as well as literary art) is one of these semiotic systems, we know for sure that we will find in it the stamp of the abstract forms of language (Teeuw, 2017: 78). Semiotic study itself, based on Juidah's (2017) statement, is a systematic study of signs found in literary works, including novels. Textual studies is a branch of semiotics whose scope is very broad with various names (Piliang, 2004: 189). However, the discussion of this novel study is more focused on discourse analysis and text analysis because the content of the novel is mostly in the form of a dialog and narrative that facilitates the meaning in a series of semiotic symbolism created in a discussion that is quite complicated for lay readers (beginners) of literary works. Therefore, from research related to semiotics, it is hoped that all confusion in language can be organized in a neat context and by what the author of the literary work expects.

In the world of education, the urgency of character education requires a deeper cultivation of character learning in schools that can be integrated in learning activities. In order to fulfill good human resources by basing it on the quality of education received by students, character education plays a major role for the balance of education with the aim of forming students as a whole. As Ari, stated that education in the era of globalization in the context is directed towards learning that innovates on skills and considers long-term environmental sustainability [1].

Considering long-term environmental sustainability. These skills are (a) the ability to think critically and solve problems, (b) the ability to communicate and collaborate, and (c) the ability to think critically and solve problems. collaborate, and (c) creativity and innovation. These abilities need to be implemented with the role of educators in learning and the school atmosphere. Not only have the intellect, but also have noble morals that are capable and improve the quality of human resources for the future of the nation. This character learning can be integrated in various ways, one of which is by learning literature in Indonesian language subjects.

The concept used to support the researcher here is the form of social dimensions studied using literary sociology theory and analyzed using the literary semiotics model. So, this research is focused on the social dimension in the novel *Kita Pergi Hari* by Ziggy Zezsyazeoviennazabrizkie with the Literary Sociology approach. This research will analyze the social dimension which emphasizes the role of social relationships, social networks, beliefs, and norms viewed from a sociological perspective and studied with a semiotic theory involving signs in literary works and then integrate the results of the analysis into Indonesian language learning which is adjusted by looking at the references to the learning outcomes of the Merdeka Curriculum, so that a conclusion can be drawn.

Several similar studies on social dimensions or aspects in novels have been conducted previously by Jalalludin et al (2021), Nazihah & Anggraini (2019), Liberta (2021), Hastuti (2018), and Sobari et al (2022). The difference with this research is the source of data used in this study. In this study, the data source is the novel *Kita Pergi Hari* by Ziggy Zezsyazeoviennazabrizkie. In addition, this study also focuses on the integration of these social dimensions into character-based literature learning at the high school level.

Research Methods

This research uses descriptive qualitative methods. According to Bogdan and Taylor, qualitative research is research that produces descriptive data in the form of words either written or oral (Moleong, 2014: 4). The results of data analysis will be presented descriptively (Semi, 2007) which will be presented in the form of words or pictures.

The data collection technique was carried out with the *simak catat* technique. The researcher reads the novel *Kita Pergi Hari* by Ziggy Zezsyazeoviennazabrizkie which is the source of data in this study first then analyzes, presents, and draws conclusions on data in the form of quotations that represent the social dimension seen from human behavior in social groups, families and others as well as acceptance of social norms and behavior control. Data analysis is carried out using the dialective method. The steps are: (1) carefully reading the novel, (2) identifying quotations that show the form of social dimensions contained in the novel, (3) recording the quotations representing the social dimensions to mark them, (4) analyzing the quotations that represent the social dimensions with the sociology of literature approach, (5) presenting the data descriptively, and (6) making the final conclusion of the analysis that has been done.

Results and Discussion

The Social Dimension in Ziggy Zezszyzeoviennazabrizkie's Kita Pergi Hari Ini Novel

The novel *Kita Pergi Hari Ini* (hereinafter abbreviated as KPHI) by Ziggy Zezszyzeoviennazabrizkie tells the story of the children of the Mo family, namely Mi, Ma, and Mo as well as their neighbors Fifi and Fufu who go on an adventure to the Floating City of Extraordinary Cats with Miss Gigi. With an engaging language style and a unique storyline in the fantasy fiction genre that includes horror, this novel captivates readers. However, social dimensions are also built into the novel. Even the main conflict in the novel is based on social issues.

The social dimension in KPHI is dominated by social problems that often occur in society. Many factors can cause social problems, such as economic, cultural, psychological, biological, and so on. These social problems then cause disharmony in the society. The social dimension will then be analyzed by interpreting the symbolism represented by Ziggy's distinctive language style. In literature, symbols themselves have the most important system, namely language. As Leach states, if a symptom is referred to as a symbol or sign, it depends on its use. There are so many language signs in literature that symbols can also be analyzed through syllables, sentences, paragraphs, and so on (Ratna, 2013: 115). Symbols have meanings that can express many meanings with the medium of language. The ambiguity in this symbol is a manifestation of the power of a literary work with its richness of meaning that lies in the ambiguity (Shofa: 2019).

High Birth Rate

The problem symbol is defined as a social problem that arises due to the high birth rate. The high birth rate without proper handling will lead to other social problems such as unemployment, employment, crime, and low-quality of resources. In the novel KPHI, this social problem is symbolized by the word 'noisy'.

- (1) A lot of children means a lot of noise. That time, that place, was noisy with all the sounds children could make: screams, squeals, giggles, cries, whimpers, sobs, sighs, sighs, sighs, demands, shouts, scolds, insults, babbles, grumbles, growls - in short, a deafening commotion. So much noise that, finally, one day, people forgot the name of their kora and started calling it the city of sound. (Zezszyzeoviennazabrizkie, 2022: 4).

Ribut referred to in the data can be interpreted as a problem. 'Many children mean many troubles' can mean that many children mean many problems. A high birth rate can cause other social problems. Children are considered a source of trouble. Various sounds made by children such as screaming, screeching, laughing, crying, whining, sobbing, urging, sighing, sighing, demanding, shouting, scolding, insulting, babbling, grumbling, growling, and so on can also be interpreted as social problems that disturb the balance of life in the City of Voices. Therefore, 'noisy' in this novel is symbolized as a problem.

- (2) But even in the middle of her soft whisper, Ma could hear the disappointed sighs and vicious hisses that came out of both mothers' mouths: "Damn only one less". They couldn't leave here. (Zezszyzeoviennazabrizkie, 2022: 182).

In data (2) the mothers regret Miss Gigi the cat's failure to eliminate their children. The chant "Damn only one less" indicates that the mothers' goal is to eliminate their children because they consider children to be the source of their life problems such as economic problems. More children means they have to work harder to earn money for themselves and their children. This is why a high birth rate can cause social problems.

Rulling Group Issues

The ruling group (mafia) in KPHI is symbolized by pirates, robbers, and timber businessmen. The mafia itself can be summarized as someone who is involved in criminal acts or crimes. It is often a ruler who monopolizes something for his own benefit.

- (3) Unfortunately, when the City of Voices had forgotten its name, all the money available at the bottom of the sea had already been taken by pirates, the money underground was taken by robbers, and the money in the branches of trees was taken by evil timber businessmen. So, the only way to get money is to work hard enough and hope that the pirates, robbers, or wicked lumberjacks take pity on you and give you the money they robbed, or wickedly earned. (Zezszyzeoviennazabrizkie, 2022: 4).

In data (3) it is said that everything available at the bottom of the sea, under the ground, and in the branches of trees are symbols of natural resources that can be utilized by the community to make money. However, these resources are taken (monopolized) by the mafia symbolized by pirates, robbers, and evil timber businessmen so that the community can no longer benefit from these natural resources.

Bad Environment for Children

In the novel KPHI, snot is a symbol for the environment outside the home, which is bad for children. The environment is one of the important things that can affect children's development. A good environment will make the child's development

in a good direction. Therefore, the environment outside that is bad for children must be anticipated by parents so as not to damage children's development with bad things that can happen to that development.

- (4) Children never know about snot in their drinks, but mom and dad always know that it happens because children who have drunk the snot of evil woodworkers will turn into children who are very naughty and mean to wood. Therefore, no. Children are better off not coming with mom and dad to the money-making place. (Zezsyazeoviennazabrizkie, 2022: 5).

Based on data (4), it is said that children do not know about the 'snot' in their drinks, but mom and dad always know. Therefore, it can be concluded that the snot is the outside world or environment that the children have not yet touched and the drink as a symbol of their environment. Children may not know what bad things they have 'drunk' from the outside environment, but mom and dad do. For example, if you drink the snot of an evil wood businessman, you will turn into a child who is very naughty and mean to wood. This can be interpreted to mean that, if the child is in a bad environment then he will become part of that bad environment. Therefore, fathers and mothers will not allow children to play outside the environment they grew up in.

Poverty

In the novel KPHI, it is not explicitly told that Mo's family lives in poverty. Ziggy, as the author, tells it with a unique language style and uses many symbols to tell the reader the situation that occurs in the story. In data (5) poverty is symbolized as follows.

- (5) In the City of Voices, many people live. One of them was the stunted and rather ugly Mr. and Mrs. Mo in Red House number 17. They were a husband and wife who were so small and so thin that they were sometimes carried away by the wind. Mr. Mo was usually saved by his unusually thick black hair, while Mrs. Mo was often saved by the hood of her hair getting caught on an electric pole. (Zezsyazeoviennazabrizkie, 2022: 6).

In data (5) it says that Mr. and Mrs. Mo are stout and rather ugly. In addition, they are also very small and very thin so they are sometimes carried away by the wind. This can be interpreted that they are thin people because they do not get adequate or unbalanced nutrition. Therefore, it can be said that they are a poor family symbolized by 'thin', 'small', 'thin', and 'ugly'. These symbols signify poverty in the novel.

Misunderstanding Perspective in Children

Intelligence is the development of a person's intellect that is perfect in thinking, understanding, and has sharp and perfect thinking in the growth of his body. A person's intelligence can be seen from his or her childhood. In the process of growth, children under five years old are often difficult for adults to understand. Many adults do not realize if the child is smart or intelligent just because they think the child is difficult to understand as the data in the novel below.

- (6) Karena sudah bisa menulis dan masih punya banyak pengetahuan, yang suka dilakukan Mo Yang Paling Kecil Mo adalah mengekspresikan pengetahuannya dalam bentuk tulisan yang, ternyata tetap sulit dimengerti orang tuanya, sehingga ia disebut 'Anak yang Sulit Dimengerti'. (Zezsyazeoviennazabrizkie, 2022: 40).

In data (6), we are told that Mo is the smallest child in Mo's family who is under three years old because he is still being carried and speaks in a language that is difficult for adults to understand. It can be said that the language is baby language. The intelligence in the story in the novel is symbolized by the nickname 'The Incomprehensible Child'. Often adults do not realize that children have their intelligence. They can know what adults know and even what adults don't know just because adults find it difficult to understand children like them.

- (7) "Unfortunately, I don't allow children in my shop. It's not that I don't like them: the Cat lowered his voice, speaking to Miss Tooth, "but my customers are quite classy, you know, jan? Many of them don't like children. It's gross, they say. I actually agree, Miss Gigi." (Zezsyazeoviennazabrizkie, 2022: 99).

In data (7) the shopkeeper's cat says that his high-class customers don't really like small children. This indicates that children in society are considered a nuisance and are not liked by most people. Because, they think children are noisy, dirty, and so on. Indeed, in social reality, children are often misunderstood as a troublesome entity in the social environment.

Stereotypes of Masculinity and Femininity

In the novel KPHI, masculinity is symbolized by 'cool' while femininity is symbolized by 'sweet'. Masculinity and femininity are socially defined and biologically created traits that are different from gender, both women and men can have masculinity and femininity traits. Masculinity includes behaviors and roles associated with men and boys, while femininity includes behaviors and roles associated with women and girls. This is evidenced by the following data.

- (8) But, all the girls, even the fussy ones, are very sweet. Of course, because when making girls, they mix arum manis, Garut dodol, and palm sugar. (Zezsyazeoviennazabrizkie, 2022: 46)

- (9) But, since boys are made of race car tires, dragon tails, and tapir grunts, boys can't be really sweet. Of course, they can be really cool because race car tires, dragons, and tapir grunts are three really cool things. (Zezsyazeoviennazabrizkie, 2022: 48)

In (8) and (9) we are told that all girls are really cute and boys are really cool. This shows the femininity and masculinity that women and men are born with.

(10) "Hello." This is Fifi, said while holding out a packet of Greetings.

"Hello." This is Fufu, which is said while TAKING a packet of Greetings.

"Hello." This is Ma, which is said while holding out a packet of Greetings.

"Hello!" This is Mi, which is said while TAKING a packet of Greetings.

"L," says Mo, who is too young to hold out, or TAKE, a packet of Greetings, so neither periods nor exclamation points are used. (Zezsyazeoviennazabrizkie, 2022: 66).

In data (10), we are told that Fifi is a boy and Fufu is a girl. However, Fifi has more feminine sides and Fufu has more masculine sides. This is shown in the data dialog (10) if Fifi holds out a packet of greetings with a period and without an exclamation mark. The same thing is done by Ma, the daughter of Mo's family. Reporting from the dialog, it can be concluded that children with a feminine side greet with a dot, children with a masculine side greet with an exclamation mark, and young children who are still ambiguous about their feminine or masculine sides, greet without using a dot or exclamation mark. This is also supported by the following data.

"Oh, she's a really sweet girl!" said Mrs. New Neighbor happily. "How nice, to have a really sweet daughter. My daughter isn't cute at all, but she's really cool." (Zezsyazeoviennazabrizkie, 2022: 50)

In data (11), we are told that according to the New Neighbor's mother, it is fun to have a daughter who is really sweet. She says this because her daughter, Fufu, is more masculine than feminine. She says that her daughter is not cute at all, but she is really cool. Therefore, it can be concluded that Fufu, her daughter is not cute (little feminine side), but really cool (a lot of masculine side). This is a social stereotype, where a girl or woman should have a feminine side, and vice versa, a boy or man should have a masculine side. If you deviate, you will be discriminated against by the society around you.

Integration of Social Dimension in KPHI Novel in Character-Based Literature Learning in High School

Today, the morality of the nation is declining day by day. The decline in morality in the current era is an urgency for the development of students' character. Language has an important role in the intellectual, social, and emotional development of learners and Indonesian is no exception. As the language of instruction in education, Indonesian can be a tool in the formation and development of intellectual, emotional, and spiritual intelligence for students to become a more advanced generation. Therefore, it is important to strengthen the role of Indonesian as a character-based education capital for a more advanced national civilization Nugraha (2020) states that morality and appropriate values in society are related to character education. The existence of character education can create ideal individuals who refer to the use of values and morality that exist in society. Therefore, the acceptability contained in literary works has a relationship and relevance to character education.

In the novel KPHI by Ziggy Zezsyazeoviennazabrizkie, there is a representation of social dimensions dominated by social problems that often occur in society. These social dimensions can then be integrated into Indonesian language learning by referring to the Learning Outcomes in the Merdeka Curriculum Phase F or equivalent to grades XI and XII of high school. In phase F, the Learning Outcome is that students have the language skills to communicate and reason according to their goals, social context, academics, and the world of work. Learners can understand, process, interpret, and evaluate various types of texts on diverse topics. Learners can create ideas and opinions for various purposes. Learners can actively participate in language activities that involve many people. Learners can write various texts to reflect and actualize themselves to always work by prioritizing the use of the Indonesian language in various media to advance the nation's civilization. The implementation of character education has been carried out by previous researchers, including Afriliana, et al (2023), Supriyono, et al (2018), Kartikasari (2021), and Rabiah (2018).

The integration of character-based literature learning can then be carried out by implementing it into teaching materials on appreciation and criticism of literary works. The discovery learning model can be used in the learning process that aims to develop character in students. This learning model is done by understanding concepts, meanings, and relationships with an intuitive process that then concludes. Learners are directed to be involved in using their mentality to find concepts and principles of character education in literary activities.

The discovery learning model is done by learning and finding the problem themselves. Learners are given the opportunity to find, solve, and how to solve a problem. This is in line with Suhirman & Ghazali's (2022: 95) statement that an important aspect of good character is curiosity. Therefore, schools have the consequence that they must be active in encouraging students to understand and embrace moral values, develop moral sensitivity, and then ultimately, demonstrate a strong commitment to translating their moral knowledge and beliefs into action. Therefore, learning literature appreciation is integrated in character education in order to form a generation of nations that excel and excel not only in academics but also have good character so that they can form good quality human resources.

The implementation of learning can be done by selecting teaching materials using the novel KPHI by Ziggy Zezsyazeoviennazabrizkie, then directing students to find the concept of character education by looking for social dimensions contained in the novel that are often found in social life. The social dimensions in the novel KPHI as found include a high birth rate, ruling group problems, a bad environment for children, misunderstanding of children's intelligence, poverty, and stereotypes of femininity and masculinity. From the social dimensions that have been found,

learners can criticize the problems of the social context of society in the novel and then find solutions to the problems by cooperatively analyzing the reality of the social world in their lives. How social problems such as in novels that often occur in the real world can be overcome. This can help learners increase their critical thinking power and have the ability to solve social problems that occur in their lives. In addition, learners can conduct discussions with classmates regarding social problems in the novel and how they are interpreted in the real world. Learners will be directed to criticize the literary work both structurally and deconstructively by concluding and taking moral values that refer to the good in society so that they can recognize, understand, and appreciate the contents of the literary work properly and then apply the moral values in the literary work to their daily activities.

Conclusion

Based on the analysis that has been carried out on the novel *Kita Pergi Hari Ini* by Ziggy Zezszyzeoviennazabrizkie, it is found that first, the representation of the social dimension is dominated by social problems that often occur in society, including high birth rates, ruling group problems, bad environments for children, misunderstandings about children's intelligence, poverty, and stereotypes of femininity and masculinity. Second, the social dimension is then integrated into Indonesian language teaching materials that are adjusted to the Learning Outcomes in the Merdeka Curriculum in phase F or equivalent to grade XI and XII SMA. Second, these social dimensions are then integrated into Indonesian language teaching materials that are adjusted to the Learning Outcomes in the Merdeka Curriculum in phase F or equivalent to grades XI and XII of high school. The integration is carried out by appreciating literary works using the discovery learning model to develop and apply character in students through literary learning.

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