

Analysis of the Intrinsic Elements of Andrea Hirata's Edensor Novel and Its Relevance to Learning Materials Reviewing Fiction Works for Class VIII SMP Negeri 23 Medan

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A B S T R A C T

The study of literary works in educational contexts plays an important role in developing students' analytical and interpretative skills, particularly in understanding intrinsic elements of fiction. However, the selection of appropriate literary texts that align with curriculum demands and students' characteristics remains a challenge. This research aims to describe the intrinsic elements of the novel Edensor by Andrea Hirata and to analyze its relevance to teaching review texts of fiction for eighth-grade students at SMP Negeri 23 Medan. This study employs a descriptive qualitative method with a structuralism approach, focusing on the analysis of intrinsic elements, including theme, characters and characterization, plot, setting, point of view, language style, and moral message. The primary data source is the novel Edensor, while supporting data were obtained through questionnaires distributed to 63 eighth-grade students. The results show that Edensor contains complete and interconnected intrinsic elements that construct a coherent narrative. The main theme revolves around the struggle to achieve dreams through education, supported by strong character development, a progressive plot, varied settings, first-person point of view, aesthetic language style, and meaningful moral values. Furthermore, the questionnaire results indicate a relevance level of 82.4%, categorized as highly relevant. This suggests that the novel aligns well with the learning objectives of reviewing fiction texts in the Merdeka Curriculum and effectively supports students' understanding of intrinsic literary elements. In conclusion, Edensor by Andrea Hirata is suitable as an alternative teaching material for learning to review fiction texts in eighth grade, as it meets both theoretical and empirical criteria and aligns with students' learning needs.

Keywords: *Intrinsic Elements, Edensor, Literature Learning, Fiction, Merdeka Curriculum*

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INTRODUCTION

Literary works are a form of human expression that has aesthetic, educational, and social value. Literature not only functions as entertainment, but also as a medium of reflection on life that is able to convey ideas, feelings, and values that develop in society. In general, literary works are divided into several forms, namely poetry, prose, and drama, each of which has its own characteristics in conveying meaning. In the context of education, literature has an important role as a means of character formation and the development of students' critical thinking skills.

In learning, literature is not only seen as an imaginative work, but also as a medium to build students' understanding, attitudes, and character. This is in line with the opinion of (Jayanti and dkk. 2022) who stated that literature can be an effective educational tool in instilling life values. Through literary learning, students are expected to be able to understand various life perspectives, develop empathy, and improve language skills comprehensively.

One of the most widely used forms of literary works in learning is novels. Novels have the advantage of being able to present stories that are complex, interesting, and close to the reader's life. In addition, novels also provide space for readers to understand the conflicts, characters, and values contained in the story in more depth. Therefore, novels are often used

as teaching materials in literary learning, especially in an effort to increase students' appreciation of fictional works.

In learning Indonesian at the junior high school level, especially in the Independent Curriculum, students are required to have the ability to appreciate and review fictional works. The activity of reviewing fictional works requires students to understand various intrinsic elements, such as themes, characters, plots, settings, viewpoints, language styles, and mandates. (Fadillah and Armia 2022) stated that mastery of intrinsic elements is very important because it is the basis for understanding and analyzing literary works in their entirety.

However, based on the results of initial observations at SMP Negeri 23 Medan, it was found that grade VIII students still had difficulties in identifying and analyzing these intrinsic elements. This difficulty is caused by students' low interest in reading and the limited use of varied teaching materials. Learning that is still dominated by short texts such as short stories makes students less likely to have the experience of reading more complex literary works.

This condition causes students' ability to review fiction works has not developed optimally. Students tend to only understand stories on the surface without being able to do an in-depth analysis of the structure of literary works. Therefore, alternative teaching materials that are more contextual, interesting, and able to provide a richer learning experience are needed so that students' literary analysis skills can be significantly improved.

One of the alternative teaching materials that can be used is the novel *Edensor* by Andrea Hirata. This novel has great potential because it raises the theme of the struggle to achieve education and dreams, which is relevant to students' lives. In addition, this novel also has a complete and interesting intrinsic structure to analyze, and contains educational, moral, and social values that can support literary learning in schools.

Several previous studies have shown the potential of novels as teaching materials. (Manurung and Girsang 2021) found that *Edensor* novels have a strong building structure as well as relevant social values. (Pertiwi 2023) stated that novels can be used as learning media to instill moral values, while (Muhyidin 2022), (Hermawan 2021), and (Aryani, Misbah, and Zaky 2021) emphasized that novels are able to improve students' reading skills, literary comprehension, and reading interest. However, there is still a research gap because there have not been many studies that specifically analyze the intrinsic elements of *Edensor's* novel with a structuralism approach and relate it directly to the learning needs of reviewing fiction works in the Independent Curriculum. Therefore, this study aims to describe the intrinsic elements in the novel *Edensor* by Andrea Hirata and analyze its relevance as a teaching material in learning to review fiction works in grade VIII junior high school.

METHOD

The research method is the tools, procedures, and techniques chosen in carrying out the research which in this case is used in the data collection process. According to (Moleong 2022), research methodology is a way of working or scientific procedure used by researchers to understand and study a phenomenon systematically. The research methodology covers the entire research process, starting from determining approaches, data collection techniques, data analysis, to examining the validity of data so that research can be scientifically accountable. This research uses a methodological approach and a theoretical approach. (Shinta and Yuhdi 2022) stated that the theoretical approach is an approach that uses theory as a basis for analyzing research objects.

This study uses a qualitative research method that is descriptive. The qualitative approach was chosen because this study aims to understand and describe phenomena in depth based on data in the form of words, sentences, and discourses sourced from the object of study. According to (Moleong 2022), qualitative research is research that intends to understand the phenomenon of what the research subject experiences holistically and by way of description in the form of words and language in a special natural context. Thus, qualitative research

emphasizes the understanding of the meaning and processes contained in the object of research.

In this study, a structuralism approach is theoretically used. Structuralism is an approach that aims to analyze the intrinsic elements in Andrea Hirata's novel *Edensor*. This research is not in the form of numbers, but describes the intrinsic elements in the novel through the study of structuralism. According to (Nurgiyantoro 2019) in the book *Theory of Fiction Studies*, the structuralism approach is a way of studying literary works that views works as an autonomous structure, where literary works are understood as a building whose elements are interrelated and form a whole unity of meaning. This approach focuses on the analysis of the intrinsic elements of literary works, such as themes, plots, characters and characters, settings, points of view, language style, and mandates that have a functional relationship in building the overall story.

To ensure the validity of the data, this study uses data validity techniques through triangulation and *expert judgment*. Triangulation is carried out by comparing data from various sources and techniques, such as *Edensor novel text analysis* and supporting data in the form of questionnaires or respondents' opinions, so that more consistent and reliable data is obtained. In addition, *expert judgment* is carried out by asking for assessments or input from experts, in this case lecturers or experts in the field of literature and Indonesian language learning, to test the accuracy of the results of the analysis of intrinsic elements carried out by researchers. Thus, the results of the research have a high level of validity and can be scientifically accounted for.

FINDINGS AND DISCUSSION

Relevance of Analysis of Intrinsic Elements of Andrea Hirata's Novel with Learning Materials for Reviewing Fictional Works

The researcher gave a questionnaire to grade VIII students of SMP Negeri 23 Medan. This was done as the relevance of the analysis of the intrinsic elements of the novel *Edensor* by Andrea Hirata with the study material for the fiction work of grade VIII of SMP Negeri 23 Medan. From the results of the research conducted by the researcher on grade VIII students of SMP Negeri 23 Medan, the researcher obtained the following data:

Number of students : 63 people
Number of statements : 30 items
Highest score : 4
Total score obtained : 6,231

Based on the results of the questionnaire calculation given to 63 students with 30 statements and a scale of 4, a total score of 6,231 was obtained from a maximum score of 7,560. The results show that the percentage of 82.4% is in the very relevant category. This shows that the results of the analysis of the intrinsic elements of the novel *Edensor* by Andrea Hirata have a very good relevance to the learning material for reviewing fiction works in grade VIII of SMP Negeri 23 Medan

Discussion

Analysis of the Intrinsic Elements of the *Edensor* Novel by Andrea Hirata

According to (Nurgiyantoro 2019), intrinsic elements are the elements that directly build literary works from within and form the totality of the meaning of the story. These elements include themes, characters and characterization, plot, setting, point of view, language style, and mandate. These seven elements are interrelated and inseparable in building the integrity of fictional works.

Based on the results of an analysis of Andrea Hirata's novel *Edensor*, it was found that all of these intrinsic elements are present in complete and form a complete story structure.

Theme

Nurgiyantoro (2019) states that theme is the basic meaning or main idea that underlies the entire story. The theme is not always explicitly stated, but can be understood through the events and conflicts experienced by the characters.

In the novel *Edensor*, the main theme found is the struggle to achieve goals through education. This theme is reflected in the journey of Ikal and Arai characters in achieving their dreams abroad. The theme of education and struggle is the main driver of the conflict and the development of the plot.

If it is associated with learning, this theme is relevant to the characteristics of junior high school students who are in the phase of building goals and learning motivation. Therefore, thematically, this novel is in accordance with the purpose of literary learning which not only emphasizes the cognitive aspect, but also the value of character.

Characters and Characterization

According to (Nurgiyantoro 2019), the character is the perpetrator in the story, while characterization is the author's way of describing the character's character. Characterization can be conveyed through direct (*telling*) or indirect (*showing*) techniques.

The characters of Ikal and Arai in the novel *Edensor* are portrayed through dialogue, action, and inner reflection. Ikal as the main character has a reflective and emotional character, while Arai is described as optimistic and full of enthusiasm. The characterization technique used by Andrea Hirata allows readers to understand the character of the character in depth.

In the context of learning to review fictional works, students are required to be able to identify the character of the character based on text evidence. This novel provides a lot of textual data that students can analyze according to learning indicators.

Plot

Nurgiyantoro (2019) explained that a flow is a series of events arranged based on cause-effect relationships. A good plot will form a coherent and logical story structure.

Edensor novels use a forward (progressive) plot. Events develop chronologically from the character's early life to the achievement of ideals. Internal and external conflicts are arranged in a systematic manner so as to form a climax and a clear resolution.

This flowing structure makes it easier for students to identify the stages of events when compiling the review text.

Background

According to (Nurgiyantoro 2019), the setting includes the place, time, and social conditions that are the basis for the events in the story. The setting serves to strengthen the atmosphere and clarify the character's character.

In the novel *Edensor*, the setting covers Belitung to Europe. The social background depicts the simple economic life and values of Malay culture. The diversity of the setting enriches the dimension of the story.

For junior high school students, the concrete and varied setting helps them understand the context of events and increase their imagination.

Viewpoint

(Nurgiyantoro 2019) stated that the point of view is the author's position in telling the story. The first-person point of view makes the story feel more subjective and emotional.

Edensor's novel uses the first-person perspective of "me", so that readers can feel firsthand the inner experience of the character Ikal. This point of view makes it easier for students to identify the types of storytelling in fictional works.

Language Style

According to (Nurgiyantoro 2019), language style is a typical way for authors to convey stories through the choice of words and *majas*. Language style serves to strengthen the aesthetics of literary works.

Andrea Hirata uses metaphors, personifications, and parables that embellish the narrative. This style of language not only enhances aesthetic value, but also provides an appreciative experience for students.

Mandate

Nurgiyantoro (2019) states that a mandate is a moral message that the author wants to convey to the reader. The mandate can be conveyed directly or implicitly.

In *Edensor's novel*, the dominant mandate is the importance of education, the spirit of achieving dreams, and the value of friendship. This mandate is in line with strengthening character education in the Independent Curriculum.

The Relevance of Intrinsic Element Analysis Results with Learning to Review Fiction Works Class VIII SMP Negeri 23 Medan

The Merdeka Phase D even semester curriculum requires students to be able to study and assess the intrinsic elements of fictional works. The results of the analysis show that the *Edensor* novel meets all the indicators of intrinsic elements stated by Nurgiyantoro (2019).

The results of the questionnaire for 63 students showed a percentage of 82.4%, including the very relevant category. This reinforces that:

Intrinsic elements are easy for students to understand.

Novels support the understanding of the material reviewing works of fiction

Novels according to the characteristics of grade VIII students

Thus, theoretically (based on Nurgiyantoro) and empirically (based on questionnaires), *Edensor's novel* is very relevant to the learning material of reviewing fictional works.

CONCLUSION

Based on the results of the analysis and discussion of the novel *Edensor* by Andrea Hirata and the results of the processing of questionnaire data for grade VIII students of SMP Negeri 23 Medan, it can be concluded that this novel has complete and interrelated intrinsic elements in building the integrity of the story, including themes, characters and characterization, plot, setting, point of view, language style, and mandate, which is in accordance with the study of the theory of the study of fiction studies according to Nurgiyantoro as the main building structure of fictional works. The results of the analysis show that each element can be clearly identified through dialogue excerpts, narratives, and conflicts that develop systematically, with the main theme of the struggle to achieve goals through education strengthened by the subthemes of friendship, perseverance, sacrifice, and love; the characters of Ikal and Arai who develop dynamically; chronological forward groove; a varied setting from Belitung to Europe; first-person point of view that brings emotional closeness; as well as an aesthetic and commanding style of language that emphasizes the importance of education and the value of life. In terms of the relevance of learning in the Independent Curriculum Phase D, this novel meets the indicator of the ability to study intrinsic elements, supported by the results of a questionnaire of 63 students with a score of 6,231 out of 7,560 (82.4%) which is included in the very relevant category, showing that the novel is easy to understand, close to students' lives, and full of moral values, so it is suitable as teaching material. The practical implication is that teachers can use this novel as a contextual learning medium through reading, discussion, analysis, and review writing, as well as developing interactive strategies such as project-based learning or group discussions to increase student understanding and motivation. The suggestions for further research include the use of other approaches such as literary reception or literary sociology, testing effectiveness through experimental methods, as well as expanding research objects at different educational levels or comparing several novels in order to obtain more comprehensive results and contribute more broadly to the development of literary learning.

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