

BEHAVIORISM IN AYU UTAMI'S NOVEL *SAMAN*

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Abstract

Behavior is a series of causes and effects of the stimulus and response. The response occurs as a result of the given stimulus. In this regard, this study aims to dissect changes in the behavior of the major characters through stimulus and responses that occur in Ayu Utami's novel *Saman*. This research is a qualitative descriptive study with a literary psychology approach supported by Skinner's theory of behaviorism. According to Skinner, the relationship between stimulus and response occurs through interaction with the environment, which then causes changes in behavior. The data collection technique used in this research is library study. The data analysis technique in this research is descriptive qualitative which begins with data analysis, description of the classification results, and conclusions. The results show that the major characters in this novel experience behavioral changes through the perspective of stimulus and response related to two points of discussion: parental advice and love. In one case heeding parental advice brings good to others and in another disaster; so is love, one runs with risk and the other goes smoothly.

Keywords: *behaviorism; love; parental advice*

1. Introduction

Literary works are considered to be able to inspire human behavior and mindset. Literature can also be the right formula in reducing the culture of violence in society. There is not a single literary work without meaning. Literary works are always made to give messages and are the right formula in shaping the nation's character. Literary works are expected to be able to change people's negative behavior, such as violence, irritability into peaceful, forgiving, polite, patient, and other good behavior; Thus there needs to be a literary repositioning in character formation, as desired, namely intensifying literary works that provide benefits, not just providing an entertaining experience to the audience (Teew, 1984). Literary works should not only move in the cognitive realm or mere knowledge aspects, but must be able to be brought to psychomotor and affective directions, which touch emotions. In this millennial era, literary works are increasingly abundant. Literary works is not only enjoyed through books as in the past, but also through the internet; then literary works are easier to reach and closer to people's lives.

As social beings, humans will definitely need each other to interact. Human interaction and socialization process gives birth to many stories that inspire everyone. To channel ideas or inspirations that arise from the socialization process, a writer

produces a work. Literature is a creative activity that becomes a tool to convey messages and human feelings to other people or to the observers. The forms of literary works are varied, such as poetry, novels, songs, paintings, sketches, and others (Wellek and Warren. 1990).

The writers make humans as their objects because of the diversity of humans in interacting and behaving. Human behavior often shows psychological symptoms of each individual, which will differ from one individual to another. To examine these psychological problems, the field of psychology is used. Literary works created are often associated with the field of psychology, because consciously or not, the author uses psychological aspects to create his work (Ratna, 2013).

Psychology is the study of describing a person's psyche and in relation to literature; it is used to examine the subconscious of the author of the literary work. The emergence of the branch of literary psychology is due to a discussion of the laws of psychology applied to literary works, for example how an article is influenced based on the personal life of the author (Moesono, 2003).

Psychology also plays an important role in analyzing a literary work by looking at it from the psychological point of view, either from the point of view of the author, the character or the work itself. Thus, there is an inner conflict in the process of making an interesting literary work to be analyzed using psychology, and in the end a new science is born in the form of 'Literary Psychology'. By researching a literary work that is carried out through a literary psychology approach, it indirectly involves the science of psychology. So, basically literary psychology is an analysis of texts by involving considerations of relevance and also the role of psychological studies (Minderop, 2013).

According to Ratna (2013), the methods used to understand the relationship between psychology and literature are: to understand the psychological elements of the author; the psychological elements of character in literary works and the psyche of the readers.

As literary works cannot be separated from the problem of creation which involves various kinds of psychological problems, it is necessary to understand it by using support from psychology. Psychoanalysis is used to assess a literary work because psychology can explain a creative process that is behind the creation of a literary work. Thus, the relationship between psychology and literature is: assessing a work with psychology, analyzing characters in literary works, analyzing the soul of the author, analyzing the main theme, reasoning about the behavior of story characters, knowing the motives of creation, examining conflicts in a work, and analyzing the influence of literary work.

The benefits of studying literature by using a psychological approach are also the hallmarks of literary psychology, namely: sharpening the ability to observe a literary work, helping sharpen sensitivity to existing realities, providing opportunities for exploring patterns that have never been seen before in a work, helping study about improving the script, correcting the confusion of the data, and explaining the character in his situation in a story, according to an in-depth study of aspects of character. A psychological approach can provide feedback to the author regarding problems in developing the character he does in his work, in order to analyze the work in a surreal, abstract, and absurd way to help readers understand it (Albertine, 2010)

This research is related to the analysis of behavior of the major characters based on the theory of behaviorism focusing on stimulus-response concept in the novel *Saman* by Ayu Utami (1998) with a literary psychology approach. Ayu Utami was born in

Bogor, on November 21, 1968, who is the last of five children of the family. Her full name is Justina Ayu Utami. The novel *Saman* was published in 1998 and in that novel, Ayu dares to openly reveal issues of politics, religion and even sex. The novel also describes people's behavior that is sometimes not in accordance with cultural values and norms.

The novel *Saman* is Ayu Utami's first release, which is rich with a variety of perspectives, meanings, flow that seems to jump up and down, and the beating of the drums of resistance to things that are consensus, which is presented well by Ayu Utami through her characters. *Saman* has so far been translated into no less than six foreign languages and has also verified interest from publishers in Ethiopia who want *Saman* to be translated into Ethiopian. *Saman* has also won several recognitions and awards. In 1998, received an award as the best novel, which was crowned by the Jakarta Arts Council and also named the author Ayu Utami as an Indonesian woman writer with "challenging" themes (Aisyah, et.al. 2019). The description of the major character's behavior then becomes the focus of this research which is supported by behaviorism theory. Behaviorism is a theory that studies human behavior. The behavioral perspective focuses on the role of learning in explaining human behavior and occurs through stimuli gives rise to reactive behavioral relationships (responses) by mechanistic laws. The basic assumption about behavior according to this theory is that behavior is completely determined by rules, can be predicted, and can be determined.

2. Literature Review

2.1 Psychology of Literature

Literary psychology is a branch of literature that is used to approach (study) a literary work from a psychological point of view (Nisa, 201). Psychology and literature are two different disciplines, but they both have a point in common, namely talking about humans and interacting with each other. Thus, it is clear that psychology and literature have a relationship. This is because literary works are considered the result of the author's creativity and expression, while psychology is considered to be able to help an author in terms of thickening sensitivity to reality, sharpening observation skills and providing opportunities to explore patterns that have not been touched before. This means that psychology can be used by the author to choose the character and psychology of the character in the story being told and the characters displayed are able to support the story.

The relationship between literary works and the psychological aspects that appear in them needs to be examined. Writers treat reality and the world in three ways, believing it is manipulative, artificial, and interpretative (Suprpto, 2014). Manipulative texts are fictions that appear in literary works; artificial relates to elements of art that beautify the text; the interpretative is intended as a result of the author's observations of the phenomena of life that exist in literary works. Literary psychology is a literary study that views work as a psychological activity (Endraswara, 2013). According to Ratna (2012: 349) literary psychology is an interdisciplinary research model determining that literary works have a more dominant position. On the basis of a very broad literary treasure, which is provoked through different traditions, psychological elements display different aspects.

Furthermore, Ratna (2013) states that the purpose of literary psychology is to understand the psychological aspects in literary works. Literary psychology research is carried out in two ways. First, through understanding psychological theories, an analysis

of a literary work is then carried out; second, by first determining a literary work as the object of research, then determining the psychological theories that are considered relevant for conducting the analysis. So, literary psychology is a literary study that views the work as a psychological activity of the author who will use creativity, taste, and intention in his work. Likewise, the reader in responding to the work will also not be separated from their own psyche. Psychology and literature are not something completely new because the characters in literary works must be brought to life, given a soul that can be accounted for psychologically as well. The author, whether consciously or not, puts the human soul into his work. This will be seen in the character of the story where the story takes place (Wellek and Warren, 190).

In a novel there is a conflict between the characters in the story. Conflict is an important part in the development of the story. In the theory of fiction studies, conflict is defined as something unpleasant that happens and is experienced by the characters of the story and if the characters have the freedom to choose, the character will not choose the event to happen to him. Conflict after conflict followed by event after event will cause conflict to increase (Nurgiyantoro, 2010). A good novel will contain character values in it. The values of these characters can be imitated by readers after reading the novel and applying them in everyday life. Rosenblatt, (2010) argues that character comes from the Greek language which means "to mark" (marking) and focuses on how to apply the values of kindness in real actions or daily behavior. Those who behave well, are honest, and like to help are said to be people who have character or are noble (Fannie, 2002).

One way to enjoy literary works is through the study of literary psychology. According to Endraswara (2013), literary psychology is a literary study that contains works as psychological creativity. The author will use creativity, taste, and intention in his work. Likewise, the reader in responding to the work will also not be separated from their own psyche.

In the novel *Saman*, the author presents a story that contains psychological values. Therefore, the researchers want to examine the inner conflict or the stimuli that triggers the behavior or actions taken by each character using a literary psychology approach and supported by behavioristic theory. Literary psychology studies certain psychological phenomena experienced by the major characters in literary works when responding or reacting to themselves and their environment.

2.2 Behaviorism

Behavioristic theory explains behavioral changes that can be observed, measured and assessed concretely. Change occurs through stimuli (stimulants) that cause a reactive behavioral relationship (response) based on mechanistic laws. Stimulus is nothing but the individual's environment, both internal and external, which causes an action; while the response is the result or impact, in the form of a physical reaction to a stimulus. Behavior means strengthening bonds, associations, traits and behavioral tendencies S-R (stimulus-response). Behavioristic theory emphasizes environmental factors, emphasizes part factors, emphasizes visible behavior using objective methods, is mechanical in nature and is concerned with the past (Zaini, 2014).

According to this theory, the most important thing is input in the form of a stimulus and output in the form of a response. Stimulus is anything that the environment provides to the individual. What happens between the stimulus and response is considered unimportant because it cannot be observed and cannot be measured. What

can be observed is only the stimulus and response. Therefore, whatever is given by the environment or the past (stimulus) and what is produced by the individual (response), everything must be observable and measurable. This theory prioritizes measurement, because measurement is an important thing to see whether there is a change in behavior.

Another factor that is considered important by the behavioristic school is the reinforcement factor (reinforcement). Reinforcement is anything that can amplify the emergence of a response. When reinforcement is added (positive reinforcement) then the response will be stronger, as well as if the reinforcement is reduced (negative reinforcement), the response will still be strengthened during (Ramadan, 2015).

Regarding this behavioristic theory, BF Skinner is an American Behavioristic figure. Skinner assumes that the relationship between stimulus and response that occurs through interactions in the environment will cause changes in behavior. As a behavioristic figure, BF Skinner is known for his directed-instruction model approach and believes that behavior is controlled by operant conditioning. Operant-conditioning or role conditioning is a process of strengthening operant behavior that can cause the behavior to repeat itself or disappear as desired. Operant behavior is carried out spontaneously and freely (Umaimah, 2017).

Skinner identifies several fundamental principles of operant conditioning that explain how a person learns new behavior or changes existing behavior. According to Skinner, the procedure for forming behavior in operant conditioning is:

a. Schedule of Reinforcement

The concept of reinforcement applied to operant conditioning occupies a crucial (key) position in BF Skinner's theory. In his theory, BF. Skinner explains that learning consists of three elements, namely: stimulus, reinforcement and response.

b. Shaping

Formation is a process of changing behavior gradually - the process is carried out according to the desired response, then by strengthening the expected behavior. The behavior formation process begins with reinforcement of the response shown. With shaping, it is expected that behavior can be formed properly and intact if it is done slowly.

c. Behaviors Modification

It is a strategy used to change problematic behavior. In behavior modification, the method used by Skinner is to change and shape the desired behavior, furthermore, ending unwanted individual behavior.

d. Generalization Discrimination

Stimulus generalization is the tendency to repeat or broaden behavior that is reinforced by a different stimulus situation. According to Bf Skinner, the generalization of the stimulus has an important meaning for the treasury and credibility of individual behavior.

In the pattern of stimulus responses, BF Skinner believes that behavior is in a conditioned state. Skinner's works differ from their predecessors (classical conditioning) in that BF Skinner's Analysis deals with operant behaviors (intentional behavior used in operations). The operant-behavior conditioning procedure is 1) reinforcement (positive reward) in the form of: the response that is given a reward is likely to be repeated. 2)

negative reinforcement: a response that makes you go away from pain, that is, an unwanted situation and looks like it will happen again. 3) termination or no reinforcement; a response that is not amplified unlikely to be repeated. 4) punishment: a response that causes pain or unwanted consequences to be suppressed.

More or less Skinner argues that in modern life, control techniques are generally in the form of punishment. The pattern is simple, if someone behaves against your will, then drop him or her. If a child misbehaves, then spank him. Skinner recommends using steps to use behavioral reinforcement, such as paying attention to the stimulus and also conducting research on appropriate behavior. The existence of a by-product that is full of emotions and does not show good behavior, means that punishment must be ruled out (Skinner, 2005).

3. Research Method

This type of research is descriptive qualitative. Qualitative descriptive research is research whose data are in the form of text units and descriptions of sentences that are in accordance with the object of research (Moleong, 2010). The approach used in this study is a literary psychology approach. Literary psychology means that literary studies view literary works as psychological activities so that authors use creativity and taste in their work (Astari, 201). The data source of this research is the novel *Saman* by Ayu Utami. The data of this research are in the form of narration, character behavior, and dialogue that show changes in the characters' behavior in the novel.

The research instrument is the researchers themselves. Researchers act as everything in the research process starting from planners, implementers, data collectors, analyzers, and drawing conclusions so that researchers are said to be instruments (Sugiyono, 2017). The data collection technique used in this research is library study. The library study technique is a technique that uses written sources to obtain data according to the problem formulation (Sugiyono, 2017). The written sources contained in this study are the novel itself.

The data analysis technique used in this research is descriptive analytic. Analytical descriptive technique is done by describing the facts that exist in the data source, which is then continued with analysis (Sugiyono, 2017). The steps are as follows:

1. Analyzing data from data classification that has been done at the time of data collection.
2. Describe the results of data classification in the form of a narrative description. The forms of change in the character contained in the novel are described and analyzed to answer the formulation of the problem
3. Concluding the data from the results of the analysis by providing an outline of the main problem with the perspective of the stimulus response from Skinner.

4. Result and Discussion

Based on the contents of the novel, this research leads to changes in the behavior of the major character through stimulus responses concept according to Skinner's perspective. The purpose of this study is to dissect the forms of changes in the behavior of the characters in the novel. Research on behavior change is important for several reasons, including, 1) changing the perception of some people that behavior is created because of a stimulus, not merely done without a reason; 2) behavior can change

according to the environment and the given stimulus, so it is possible that a person's behavior can change at any time.

4.1 Parental Advice

There are various characters of parents in the world. However, all of them have different parenting policies. Some are very regulated, some are very liberating for their children in making decisions. This is what makes a child sometimes in a dilemma to follow his own instincts or follow parental advice. Moreover, there are some parents who threaten a little if the child does not follow their advice. Actually all decisions can lead us to goodness, as long as we are well aware of the consequences of the decisions we take. But it is not completely wrong. There are several reasons why listening to the advice of parents is not a bad thing and can lead us to good.

Never say that parents do not understand young people. They are once young even though they are different from us. Whatever their character, parents are once young and understand the cracks of youth that could bring us down or lift us up. It is just that we are still very young not to be curious and try a certain thing. If they do not experience anything for themselves, maybe they also see youth from what their friends do and how they are now. However, we have to appreciate the advice they give. If not today, tomorrow we will understand why we need to listen to what parents have to say.

When parents give their opinions or advice, it shows that they care about their children's lives. It is natural for parents to give advice to their children so they do not fall into suffering. It is just that not all parents can understand that letting children feel down can train these children to be more resilient. As a result, some parents sometimes become overprotective through their advice. Well, at this point it is our obligation to explain and prove that we can be trusted to take care of ourselves.

When children make mistakes, parents may easily blame and scold them at length. In fact, listening to what children feel and think is also important so that they feel understood and not always judged. For example, if the child does not want to listen to the advice of his parents, it is necessary to see if the way they give advice is correct (Soekanto, 2009).

"He saw the look of fear on the girl's face as she quickly got up and ran, running towards the forest, getting farther and closer, where jinn and fairies lived, as well as thousands of snakes of a hundred fierce species. Do not! Don't go too far inside!" (Utami, 1998: 66-67)

"However, after a while he heard the voice from the girl's direction disappeared. Long, with rounded vowels and a nasal diphthong sound. Isn't that a cry for help? Or an evil fairy trap? But the voice beckoned him to approach." (Utami, 1998: 66-67)

"Father forbade Wis to play deep inside." (Utami, 1998: 46)

"However, mother advised him not to play too deep inside."
(Utami, 1998: 48)

The data are conveyed by Wis's parents to Wis, his son. Wis' parents once say never to go too deep into the woods. He asks what the reason is, and his father says that there are many snakes in there that would kill him. Unlike the mother who says

that there are many fairies and jinn living there. However, when Wis grows up and returns to his hometown and visits his childhood home with the intention to restore his childhood memories which are full of strange events, he then finds a woman there. At first, Wis thinks the woman is a ghost. When Wis tries to chase after the woman, she has already run far and into the darkness of the forest.

Unknowingly, Wis walks into the forest after hearing a groan. Sure enough, he then manages to find the woman, who turns out to be a girl who has mental retardation and is quite famous in her village, the girl named Upi. Who would have thought that their meeting for the first time would change Upi's life situation to be more decent; thanks to Wis's help. It seems that sometimes not always listening to the advice of parents can be bad, because in fact Wis is able to save and change the woman's life for the better. In the data above, it is illustrated that the advice of Wis's parents is a stimulus for Wis to end up not being in line with his parents' advice and as a consequence, it would cause kindness to other party.

"When I was nine, I wasn't a virgin. People don't say that, because my breasts haven't grown yet. But there's something I'm keeping my parents secret: when they started hearing that I was secretly meeting a giant, my mother revealed a big secret: that I was a china porcelain statues, or plates. Porcelain cups can be blue, light green or brown, but they must not be cracked, because people will throw them in the trash or glue them to decorate graves. My mother said, I will not crack as long as I maintain my virginity. I wonder, how do I take care of something I don't have? She told me there were three holes between my legs. Don't ever touch the middle one, because that's where it's stored. Then I found out, and I was a little disappointed, that it wasn't just me who was really special. All girls are the same. They may be teapots, saucers, plates or soup spoons, but they are all porcelain. As for boys? They are ivory: nothing is cracked. Later, when I grow up, I know they are meat too" (Utami, 1998: 127).

The data are disclosed by Shakuntala's parents to their daughter Shakuntala. Her parents hear that Shakuntala is going out with a giant in the forest, they give her a second piece of advice. Virginity is a woman's offering to her husband. His mother Shakuntala says "And you only have one, like a nose. Therefore, never give before marriage, because you will become a piece of glass." Apart from disrespecting her father, Shakuntala also disrespects her mother because of her disapproval of the idea of the principle of virginity to her. Her mother tells her that virginity should be guarded by women. This attitude arises as a result of the strong ideology that a woman must maintain her virginity until she marries, if she is to be respected.

Virginity is not just about the hymen, it is more valuable than that. Virginity shows the worth and dignity of a woman. Keeping and maintaining a virgin is the essence of her holiness. The value of a woman's virginity has majesty and has even been recognized since ancient times as a symbol that her chastity is still maintained and can be used as a difference between women with good morals and women with bad morals. A woman who can maintain her virginity is called a woman who can maintain her chastity who can bring her and her family's good name. And Shakuntala's parents want Shakuntala as a daughter or as a woman to remain restrained until marriage, because in truth, a woman is considered to bring down the honor of the

family if she has sex before marriage. However, bad luck befalls Shakuntala's family because their daughter has not been a virgin since she is nine years old. And Shakuntala has to accept that fate because she has ignored the advice given by her parents and this is a consequence of the stimulus in the form of advice from her parents.

"My name is Shakuntala. My dad and sister call me bitches. for I have slept with several men and several women and all is without any charge. My brother and father don't respect me. I do not respect them" (Utami, 1999: 115).

Shakuntala is one of four friends, Laila, Yasmin, Shakuntala, and Cok. She is depicted as a stubborn and wild woman. This character is described by Ayu as a woman who opposes the existing normal values, namely to maintain virginity. Shakuntala has lost her virginity since the age of nine. She never regrets the act because she does not question the meaning of virginity. According to her, virginity is not an absolute offering for the husband. Virginity is something normal and nothing special. Therefore she gives up his virginity to someone she first loves.

This expression is Shakuntala's statement about herself. This makes us realize that Shakuntala does not respect her parents. Shakuntala does not want to respect her father as the head of the family and she does not want to respect her older sister either because she thinks that they both do not respect her. For her life is dancing first of all the body, just as God has just breathed on the fortieth day after the egg and sperm have become lumps in the womb, so the spirit is connected to the body. It is clear that in the description Shakuntala does not have a good relationship with his father and brother. Shakuntala's hostility towards her family is a stimulus reaction to her parents' advice.

4.2 Love

Love is synonymous with feelings of affection, likes, and so on. Everyone must have felt love, from babies, teenagers, and adults too. Love certainly exists in each individual, but the way to express a love will also be different. Love does not only discuss partner issues, but in friends and family there is also love. Everyone has a different understanding of love. This of course will be confusing for people who do not know the true meaning of love. When described in general terms, love has no concrete meaning. Love cannot be seen in real, but can only be felt in everyone. Basically love is part of our life. It is impossible for a person to live without the love and affection of the people around him. The problem of love is part of behaviorism and occurs because there is cause and effect; the presence of a stimulus and response.

"But Sihar didn't glance at me. He didn't glance at me, and that made me love him more. I am curious." (Utami, 1998: 23-24).

Laila is a Muslim woman. She is always disciplined in keeping her prayers even though there is no indication of the time around her. Keeping time is very important for her, she must be able to manage time as well as possible. Accuracy in the use of time will determine the success of her life. For her the division of five times has stuck in her. Laila majors in computer at Gunadharma, and enjoys taking pictures. Even at work, Laila chooses a job where all the workers are male, only she is a female. She works as a photographer in charge of creating a company profile for Texcoil Indonesia. She must be able to show that women can also act like men. She does not

want to lose to men. Laila eventually falls in love with one of Texcoil's Indonesian employees, named Sihar, a Batakese, a very indifferent and quiet man. But from the first sight she has noticed him. As a woman who wants to be noticed and cared for, she also feels that way. She watches Sihar, she feels more and more in love with the man. But Sihar does not pay attention to her, does not even glance at her; it is this indifference that makes Laila fall in love. She feels challenged to get his attention. Sihar's indifference to Laila is a stimulus for Laila to be dragged deep into a risky relationship because Sihar is already married.

“But people still have love. You know that I was and am crazy about you. Now I miss you. Regarding your suggestion, the second one sounds more practical and socially responsive. But, to be honest, I wanted the former. I want a baby from your test tube. Am I sinful?” (Utami 1998: 194).

The relationship between Sihar and Laila is not a real relationship because the relationship is based more on Biological and Psychological impulses, not an urge to open hearts honestly and accept each other. Therefore, the relationship does not become a relationship in the word "We". Their relationship is not based on love, so that the relationship is not an actual relationship. They do not open each other's hearts honestly, accept and acknowledge each other as subjects, so that each is not willing to listen to each other's thoughts, feelings and aspirations as well as their desire to be together. Therefore, the stimulus is the biological need and the response is fake love.

Another form of behaviorism is shown below:

Wis never heard his father's complain of his mother's fetal miscarriage. The man worked without ever asking his superiors to be moved from a place that involved them in an unpleasant incident that was difficult to understand. He prayed without ever caring whether God would grant his request or not. The man never brought up his wife's behavior. For that woman, all he had is love (Utami, 1998: 55)

It has been three years since the fetal miscarriage of Wis's mother, and people are starting to forget about it. The quote above reaffirms the fact that Wis's father, Sudoyo, really loves Wis's mother, even after everything has happened. The strange incident that often happens to his wife and family is not a reason to blame the situation. The man never complains and is never disappointed with his wife. He just keep praying, and never brings up his wife's behavior. It is a very sincere feeling of love that only the man has for his life partner.

Fetal miscarriage is something that all couples do not want to happen. Miscarriage is a moment when the fetus fails to develop properly so that it cannot survive as a child in the fetus. At a time like this, the condition and mental state of a mother will definitely be very disturbed. At times like this the husband should be able to do his standing well. Even though at the same time, the husband will of course also feels the loss, and in such condition it is really the husband's responsibility to keep everything good. As we can see, Wis's father, Sudoyo, plays a very responsible husband. Sudoyo loves his wife very sincerely, the love he has for his wife is able to overcome his ego. True love is a stimulus for Wis's father to still love his wife, under any circumstances.

5. Conclusion

The results of the analysis show that there are two behavioral changes of the characters in the novel. These changes are obtained through the stimulus and response received and shown by the characters through Skinner's behaviorism perspective. Wis does not listen to his parents' advice. He is forbidden to go into the forest when he is a child and when he grows up he wants to know what is the real reason for his parents forbidding him to enter the forest. The ban, which is the stimulus, is finally violated and the visible response is that Wis could help other parties to get a better life. The behaviorism perspective is further illustrated by the character Shakuntala, who as a result of not listening to his parents' advice (stimulus), she has to experience prolonged suffering in her life. The relationship between Sihar and Laila also describes the relationship between stimulus and response in Skinner's behaviorism perspective. Laila's lifestyle, which is previously orderly and can be said to follow cultural values and norms, has finally changed completely only because of Sihar's unique attitude. Parental advice should also be disaggregated; sometimes it can be followed, sometimes it cannot. But in general, parents give advice to their children because they have concern. Love also has the concept of stimuli and responses; it means that love does not always go well.

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