

**REPRESENTATION OF THE TEACHER'S PERSONALITY AND INNER
CONFLICT IN THREE INDONESIAN MODERN NOVELS BASED ON A
REVIEW OF LITERARY PSYCHOLOGY AND ITS USE AS READING
MATERIAL FOR LITERARY CRITICISM COURSES**

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Abstract (Indonesia)

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Latar Belakang: Dalam CPL dan CPMK 14 mahasiswa dituntut untuk dapat mengapresiasi dan mengkritisi karya sastra, misalnya puisi, prosa, dan drama dengan beberapa pendekatan, salah satunya dengan menggunakan pendekatan psikologi sastra. Namun pada kenyataannya ada beberapa siswa yang tidak memahami pendekatan ini dengan baik. Hal ini dibuktikan dengan kuesioner analisis kebutuhan yang telah dibagikan kepada beberapa mahasiswa, penulis melihat bahwa mahasiswa belum mampu mengkritisi karya sastra berdasarkan tinjauan psikologi sastra.

Tujuan: Mengkaji kepribadian guru yang diekspresikan dalam tiga novel Indonesia modern dalam hal psikologi sastra.

Metode: Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Metode ini bertujuan untuk memecah kasus yang dianalisis sesuai dengan kebutuhan penelitian.

Hasil: Hasil penelitian ini menunjukkan bahwa kepribadian guru yang terungkap dalam tiga novel Indonesia modern didasarkan pada psikologi sastra, yaitu 1) Karakter guru dalam novel Guru Aini memiliki kepribadian yang sangat berkomitmen, bermoral, tulus dalam bekerja, dan memiliki ambisi yang tinggi, penyebar yang teguh dalam pendirian. 2) Karakter guru dalam novel Kembara Rindu memiliki sifat percaya, mencintai, pantang menyerah, setia, rajin, jujur, kerja keras, pengendalian diri, kepribadian yang berani dan murah hati. 3) Karakter guru pada Anak Khusus memiliki kepribadian yang sabar, bertanggung jawab, rendah hati, jujur, berkorban dan peduli. Konflik batin guru dalam tiga novel Indonesia modern berdasarkan tinjauan psikologi

sastra, yaitu 1) Novel Guru Aini memiliki konflik batin untuk mendekat dan menjauh berdasarkan teori Kurt Lewin. 2) Novel Kembara Rindu memiliki konflik batin yang mendekat berdasarkan teori Kurt Lewin. 3) Novel Anak Istimewa memiliki konflik batin yang hampir bergerak dan menjauh berdasarkan teori Kurt Lewin.

Kesimpulan: Kepribadian guru yang diungkapkan dalam tiga novel Indonesia modern berdasarkan psikologi sastra adalah 1) Karakter guru dalam novel Guru Aini memiliki kepribadian, moral, keikhlasan yang tinggi dalam bekerja, dan memiliki ambisi yang tinggi, teguh dalam pendiriannya. 2) Karakter Guru dalam novel Kembara Rindu memiliki kepribadian kepercayaan, kasih sayang, pantang menyerah, setia, rajin, jujur, kerja keras, merugikan diri sendiri, berani dan murah hati.

Kata Kunci: Kepribadian, Konflik Batin, Psikologi Sastra, Bahan Bacaan.

Abstract (English)

Background: *In CPL and CPMK 14 students are required to be able to appreciate and criticize literary works, for example poetry, prose, and drama with several approaches, one of which is by using a literary psychology approach. But in reality there are some students who do not understand this approach very well. This is evidenced by the needs analysis questionnaire that has been distributed to several students, the author sees that students have not been able to criticize literary works based on a review of literary psychology.*

Objective: *Examine the personality of the teacher expressed in three modern Indonesian novels in terms of psychology sastra.*

Methods: *The method used in this study is a qualitative approach. This method aims to break down the analyzed cases according to the needs of the study.*

Results: *The results of this study show that the teacher's personality expressed in three modern Indonesian novels based on literary psychology, namely 1) The character of the teacher in Guru Aini's novel has a highly committed personality, morale, sincerity in work, and has high ambitions, a steadfast spreader in the establishment. 2) The character of the teacher in the novel Kembara Rindu has a trusting, loving, unyielding, loyal, diligent, honest, hard work, self-control, courageous and generous*

personality. 3) The character of the teacher in *Special Child* has a patient, responsible, humble, honest, sacrificial and caring personality. The inner conflict of the teacher in three modern Indonesian novels based on a review of literary psychology, namely 1) *Guru Aini's* novel has an inner conflict of approaching and moving away based on Kurt Lewin's theory. 2) The novel *Kembara Rindu* has an approaching-approaching inner conflict based on Kurt Lewin's theory. 3) The *Special Child* novel has an inner conflict that almost moves and moves away based on Kurt Lewin's theory.

Consultion: The personality of the teacher expressed in three modern Indonesian novels based on literary psychology, namely 1) The character of the Teacher in the novel *Guru Aini* has a highly committed personality, morale, sincerity in work, and has high ambitions, steadfast in the establishment. 2) *Teacher's Character* in the novel *Kembara Rindu* has a personality of trust, compassion, unyielding, loyal, diligent, honest, hardworking, self-control, courageous and generous.

Keywords: personality, inner conflict, literary psychology, reading materials.

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INTRODUCTION

A literary work is the result of an imaginary work performed by the author. The existence of literary works is not only as entertainment, but as an enlightenment of the soul. So that he is able to provide benefits as well as entertainment. When we read a literary work, we seem to be carried away by the story told by the author through the language he writes. The benefit comes from the implied indigo contained in the story.

The novel is one of the parts of literary work that exposes the characters through a series of events and a composed story setting. The issues raised in the story of the novel usually occur around us, and then the author adapts them into the form of a novel. The author must be able to observe the surroundings and express them into the writing.

A teacher is a person who channels knowledge to others. According to the views of society, teachers apply not only education in schools but also in society. A professional teacher is visible in his responsibilities when performing each of his duties. They must be able to carry out their responsibilities to their learners, parents, society, nation, state and religion (Shabir, 2015).

In CPL and CPMK 14 students are required to be able to appreciate and criticize literary works, for example poetry, prose, and drama with several

approaches, one of which is by using a literary psychology approach. But in reality there are some students who do not understand this approach very well. This is evidenced by the needs analysis questionnaire that has been distributed to several students, the author sees that students have not been able to criticize literary works based on a review of literary psychology. If lecturers are assigned to criticize literary works by choosing several approaches, then they will choose a structuralism approach because it is considered easier to understand and work with. In contrast to literary psychology, this approach requires an in-depth analysis to see how the personalities of the characters in the story are.

There are several advantages in the approach to literary psychology, namely (1) it is very appropriate in studying aspects of personality in more detail; (2) is useful when studying abstract, absurd literary works, and makes it easier for readers to interpret the work.

Freud's personality structure consists of three kinds, namely *the id*, *ego*, and *superego*. The three systems are intertwined with each other to produce human behavior as a result of a combination of the three. *Id* is the most basic aspect that occurs in the human subconscious there are instincts or passions that appeared (Ahmad, 2011a). *The ego* is its behavior based on reality. While the *superego* controls the impulses of *id* (Ahmad, 2011b). That is, the *ego* is an implementative personality, that is, in the form of contact with the outside world, while the *superego* contains rules or values that are evaluative (regarding good and bad) (Marsanti et al., 2012).

The reason the author analyzes the personality and inner conflict of the teacher in three modern Indonesian novels is because the author sees many inner conflicts experienced by the teacher through the characters in the novel. To become a teacher is not an easy thing, they must be able to act as a *teladan* for students and the surrounding community. A teacher's behavior in socializing can also be an assessment for the community around his environment. So, the author wants to see how the inner or psychiatric conflicts experienced by the teacher who is supposed to be a role model in his environment.

The reading materials that are classified as products in this study are non-text books, which are knowledge enrichment books that can be applied to students and general readers. However, this book is not the main book in the learning process, but only as a reference to increase knowledge and improve the characteristics of science.

The update carried out in this study is that the author in analyzing the novel not only uses the novel, but the author wants to try to analyze three novels related to the personality and inner conflict of the teacher with a review of literary psychology. The author wants to see how the teacher is portrayed in this novel and how the mental state of the teacher the author wrote about in this novel. This research is expected to be used as reading material for literary appreciation courses so that students have many references in studying a literary work, especially in psychological studies. This research is also expected so that teachers can feel more appreciated for the services they have done to this generation of the nation.

RESEARCH METHODS

The method used in this study is a qualitative approach. This method aims to break down the analyzed cases according to the needs of (Salim, 2019) research. Most curriculum vitae and cases are prepared by building a person's curriculum vitae based on the records they remember. The psychological approach emphasizes the thorough analysis of literary works, both from the intrinsic side and the extrinsic aspects of (Abraham, 2017). In terms of intrinsic, what is discussed is characterization and representation, while in terms of extrinsics the things that must be discussed are about the author related to psychiatric issues, aspirations, ideals, philosophies of life, desires, and others. In this connection it is necessary to trace the biography of the author, actions and ways of thinking relating to the written literary work. By interpreting the psychological side of the author, it will make it easier to analyze the behavior and character of the story being written. What the author brings up in the writing is the author's psychiatric experience.

Qualitative Research Design

The qualitative research design in this study is divided into four stages, namely: (1) Planning; At this stage, the activities carried out are the preparation of research designs, determination of research methods, determination of research data sources, and techniques in collecting data. (2) Implementation: The activities carried out at this stage are data collection in three novels entitled *Guru Aini* by *Andrea Hirata*, *Kembara Rindu* by *Habiburrahman El Shirazy*, and *Anak Istimewa* by *Tere Liye*. The data is in the form of the personality and inner conflict of the teacher contained in the novel with a review of literary psychology. (3) Data Analysis; After finding the data by marking a new section, data analysis is performed.

The representation of the teacher's personality and inner conflict in three modern Indonesian novels titled *Guru Aini* by *Andrea Hirata*, *Kembara Rindu* by *Habiburrahman El Shirazy*, and *Anak Istimewa* by *Tere Liye* is based on literary psychology. Then interviews were conducted with lecturers who were able to take literary criticism courses about the usefulness of novel personality representations and teacher inner conflicts in three modern Indonesian novels. (4) Evaluation; After data analysis, the next step is to evaluate. Evaluation activities are carried out by looking at the validity of the data that has been found and analyzed.

Research Instruments

This research uses the researcher himself as an evaluation instrument because the project is only a discourse that requires the researcher's interpretation and understanding. For data collection, a tool is needed that is, a data card to write down the data used for the basis of analysis that facilitates clarification or systematic categorization. The data card is assigned a book data record, which is a page containing data. Data cards are used to help so they are useful for memory. As for the data, namely;

Data Cards To Record Personality in Three Indonesian Modern Novels Based on a Review of Literary Psychology Using the Theory of Sigmund Freud.

The following is a data card to record the personality of the teacher in three modern Indonesian novels in terms of literary psychology with the theory of Sigmund Freud.

Not.	Text Citations	Yard	Personality Structure		
			Id	Ego	Superego

Table Description

- No : The sequence number of the data retrieved
- Text Citations : Data excerpts about three modern Indonesian novels
- Page : Page numbers of quotes in three modern Indonesian novels
- Personality Structure : Classification of types of based on Sigmund Freud's theory of id, ego, superego

Data Card To Record Inner Conflicts and Nature Three Modern Indonesian Novels Based On A Review Of Literary Psychology Using Kurt Lewin's Theory

The following is a data card for recording inner conflicts in three modern Indonesian novels according to a review of literary psychology using the theory of Kurt Lewin.

Not.	Text Citations	Yard	Inner Conflict

Table Description

- No. : The sequence number of the data retrieved
- Text Citations : Data excerpts about three modern Indonesian novels
- Page : Page numbers of quotes in three modern Indonesian novels
- Inner conflict : Classification of types of inner conflict based on Kurt Lewin's theory, that is, approaching approaching, approaching reaching out, moving away.

RESULTS AND DISCUSSION

A. Research Results

1 Personality Structure Based on a Review of Literary Psychology in Three Modern Indonesian Novels Sigmund Freud's Theory

The following will explain the personality data contained in the character of the teacher according to a review of literary psychology in three modern Indonesian novels.

a Personality Structure in Guru Aini's Novel

Based on the results of the analysis carried out in Guru Aini's novel on the characters of Guru Desi, Pak Tabah and Bu Afifah, it can be concluded that (a) Mrs. Desi has a firm personality, is willing to sacrifice, has high ambitions, is idealistic, and intelligent. (b) Mr. Steadfast has a patient personality. (c) Mrs. Afifah has a firm personality.

b Personality Structure in Kembara Rindu Novel

Based on the results of the analysis conducted on the novel Kembara Rindu with the characters Kyai Nawir and Gus Shobron. (a) Kyai Nawir has a trustworthy, compassionate, and soft-hearted personality. (b) Gus Shobron has a fair personality.

c Personality Structure in a Special Child Novel

The personality structure in the novel The Special Child with the character of Mr. Bin. Pak Bin has a personality that is willing to sacrifice, sincere, intelligent, unyielding, and honest.

2. The Inner Conflict of Teachers in Three Modern Indonesian Novels Based on a Review of Kurt Lewin's Literary Psychology Theory

A conflict is an opposition or tension in a fictional story or drama about a feud between two parties, in one character, between two and the other. The results of the analysis of inner conflict in this novel are referenced based on the theory of Kurt Lewin (Mayangsari, 2018).

a. Approach-approach conflict

This conflict arises when there are two motives that are all positive (favorable or pleasant) until doubts arise to choose between them.

b. Avoidance-avoidance conflict

This conflict is about two options in opposite directions, for example, people choose two options that neither likes.

c. Approach-avoidance conflict

These conflicts hinder and encourage power from one direction, such as when choosing an option that he does not like.

The inner conflicts of the characters in the three novels that have been analyzed are found based on the results of the analysis of the findings of the Id, Ego and Superego in the previous discussion. The results of the analysis of inner conflict will be adjusted to the theory of Kurt Lewin.

1) Inner Conflict In Guru Aini's Novel

Based on the findings of the analysis of inner conflicts in Guru Aini's novel with the characters Desi, Pak Tabah, and Bu. Afifah, it can be concluded that (a) Desi's inner conflict falls into the category of almost distant conflicts. (b) Mr. Steadfast's inner conflict falls into the category of

almost distant conflicts. (c) Ms. Afifah's inner conflict falls into the category of distant conflicts.

2) Inner Conflict in Twin Longings Novel

Based on the findings of the analysis of inner conflict in the novel *Kembara Rindu*, it can be concluded that (a) Kyai Nawir's inner conflict falls into the category of near-near conflict. (b) No citations have been found about Shobron's character having an inner conflict.

3) Inner conflict in a special child novel

Based on the results of the analysis carried out, it can be concluded that the inner conflict in Mr. Bin's character is approaching.

3. The Feasibility of Reading Material for Teachers' Personality and Inner Conflicts in the realm of Three Indonesian Modern Novels in a Review of Literary Psychology in the Journey of Literary Criticism

a Reading Material Design

The design of the teacher's personality and inner conflict reading book based on a review of literary psychology is:

1) Introductory Section

a) Reading Book Covers

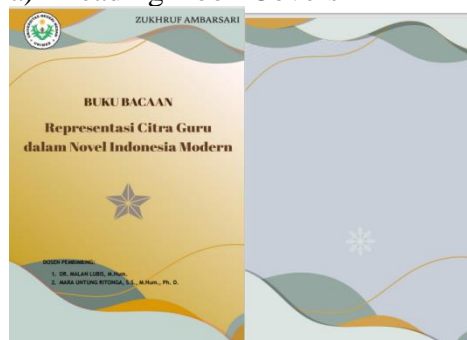


Figure 1 Front and back cover

b) Introduction

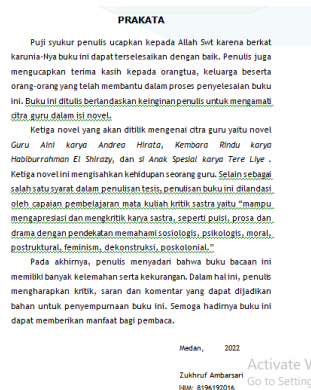


Figure 2 Introduction to the Reading Book

c) Table of Contents

DAFTAR ISI	
PRA KATA	i
DAFTAR ISI	ii
BAB 1 PENDAHULUAN	
A. PENDAHULUAN	1
B. REPRESENTASI	1
C. DUA PROSES UTAMA REPRESENTASI	2
BAB 2 CITRA GURU	
A. CIRI KHAS DAN GAMBARAN PROFESIONALISME GURU	4
B. KOMPETENSI KEPERIBADIAN GURU	5
C. KOMPETENSI SOSIAL GURU	11
BAB 3 NOVEL	
A. UNSUR-UNSUR NOVEL	18
B. CIRI-CIRI NOVEL	22
BAB 4 PSIKOLOGI SAstra	
A. ID, EGO DAN SUPEREGO	26
B. KONFLIK BATH	29
BAB 5 ANALISIS NOVEL	
A. ANALISIS KEPERIBADIAN CITRA GURU	
1. ANALISIS NOVEL GURU ANI	35
2. ANALISIS NOVEL KEMBARA RINDU	50
3. ANALISIS NOVEL SI ANAK SPESIAL	55
B. ANALISIS KONFLIK BATH	65
DAFTAR PUSTAKA	70

Figure 3 Table of Contents

2) Introductory Section of the Reading Book

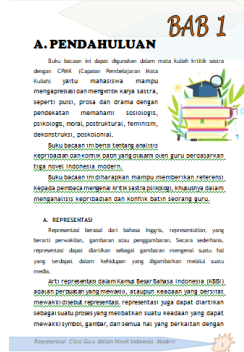


Figure 4 Introduction

3) Contents of the Reading Book



Figure 5 Content of the reading book

4) Bibliography

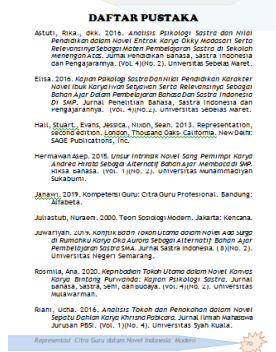


Figure 6 Bibliography

5) Author's History



Figure 7 Author's History

b Validation Process

1) Material Validation

The results of the assessment on the feasibility aspects that have been assessed by material experts are described as "excellent" with an average total percentage of 89%. There is an aspect of content feasibility according to material experts getting an "excellent" grade with the average percentage of the total being 85%. The results of the assessment on linguistic aspects according to material experts are considered "excellent" the average total percentage is 91.25%. Presentation specs based on the assessment of material experts were declared "excellent" with a total average percentage of 91.25%.

2) Design Validation

The results of the validation of reading materials by design experts stated that the reading book was on the criteria of "excellent" with an average total percentage of 92.2%. Rating on the eligibility aspect of content were declared "excellent" with an average total percentage of 93.3%. The results of the assessment on the aspects of consistency and format were rated "excellent" with an average total percentage of 86.67%. The results of the assessment

on the grading aspect were considered "excellent" with a total average percentage of 96.67%.

B. Discussion

1. Personality and Inner Conflict in Three Indonesian Modern Novels Based on Sigmund Freud's Theory

a) The personality of Desi, Pak Tabah, Bu Afifah in Guru Aini's Novel based on Id, Ego and Superego.

Based on the citations of texts containing personality structures, there are 19 citations. The total Id obtained on the Desi teacher number is 9 data, the total Ego on the Desi teacher number is 9 data and the total Superego on the Desi teacher number is 4 data. The author concludes that the teacher's personality embodied in the character of teacher Desi is firm in his stance, has high ambition, is pessimistic, critical, and is willing to sacrifice.

Based on the explanation of the teacher's personality depicted in the figure, Mr. Tabah is a spreader. Obtaining 1 id and 1 ego.

Mrs. Afifah is a stoic, chatty, and pessimistic teacher. There are 3 quotes that describe the character of the character of Mrs. Afifah in Guru Aini's novel, namely on pages 157, 158 and 250. From the three quotes, the personality structure of Id is obtained as much as 1 and Ego 2.

b) The personalities of Kyai Nawir and Gus Shobron in the Twin Miss Novel titled Id, Ego and Superego.

Kyai Nawir is a mainstay character in the novel *Kembara Rindu*, he is the founder of Darul Falah Islamic boarding school. 5 citations were obtained with a total of 3 Id gains and 2 Ego gains. The explanation of the data findings is as follows.

Berdsaid the results of the personality analysis contained in Shobron's character are philanthropists. Obtained 1 quote indicating the superego.

c) The personality of Mr. Bin's character in the Special Child Novel based on Id, Ego and Superego.

Based on the results of the analysis of the acquisition of 15 data, 5 Id data, 5 ego data and 9 superego data were obtained. The teacher's personality depicted in Mr. Bin's character is self-sacrificing, compassionate, considerate, sincere, intelligent, and unyielding.

2. Inner Conflict Based on Inner Conflict Research Data in Three Modern Indonesian Novels Based on Kurt Lewin's Theory

The Inner Conflict of Guru Aini's Novel

Inner Conflict in Desi

a) The inner conflict experienced by Desi teacher during his spirit Desi who served as a teacher to the point that he dreamed of finding a student who had a genius mind in mathematics at a school in the village. But Desi failed and he couldn't find a genius student in mathematics. Initially, Desi found one of the smart mathematics

students named Debut Awaluddin, but over time Debut joined his friend's association so that Debut was no longer interested in mathematics. This made Desi's teacher feel desperate.

b) Desi, who originally had a high teaching spirit in the village, now feels that his spirit is simply destroyed when the great student he dreams of actually makes him desperate and loses hope. This is the inner conflict that Desi's teacher feels the most. When he found Debut, Desi's teacher felt that Debut was the student he had been looking for all these years. Desi's teacher's enthusiasm peaked, but at that time Desi's teacher's spirit was broken by Debut when Debut was no longer interested in mathematics. When in fact he is capable. Master Desi's spirit was shattered.

c) Teacher Desi was offered by his father to be a rice merchant only, but he didn't want to because being a math teacher could change civilization and his biggest wish was to be like Mrs. Marlis, his math teacher at school who inspired him to become a teacher. Teacher Desi disagrees that the profession of teacher is judged in exchange for material. Teacher Desi pointed out that there is a moral that must be upheld that it is not permissible to demean any profession. The inner conflict that teacher Desi experienced was because he clung to his wishes as a teacher and did not want the profession of teacher to be underestimated.

Based on the findings of the analysis of inner conflict above, it can be concluded that Desi's inner conflict falls into the category of almost distant conflicts.

The Inner Conflict of the Steadfast Father

Steadfast is a stoic person. He is still patiently waiting to be appointed as a civil servant, even though he has served for many years, but the government has not appointed him as a civil servant. Even so, he remained steadfast in waiting. Based on the findings of the analysis of inner conflict above, it can be concluded that Mr. Tabah's inner conflict belongs to the ego of the conflict that is almost far away.

Mrs. Afifah's Inner Conflict

The inner conflict that Mrs. Afifah felt when the feeling of annoyance was felt by Mrs. Afifah because she felt overwhelmed in teaching mathematics lessons to her students who were very slow in understanding learning, and her mind was turbulent when she only wanted to teach according to her own major, namely PKK learning. Based on the findings of the inner conflict analysis above, it can be concluded that Mrs. Afifah's inner conflict belongs to the category of distant conflicts.

The Master's Inner Conflict in the Twin of Longing

Kyai Nawir's Inner Conflict

The inner conflict felt by Kyai Nawir was his sad feeling that was very difficult to let Ridho go, because he really wanted Ridho to be able to accompany him until he died, but Ridho's family needed Ridho so much that he tried sincerely to free Ridho to return to his hometown. Based on the findings of the inner conflict analysis above, it can be concluded that Kyai Nawir's inner conflict falls into the category of near-near conflict.

Shobron's Inner Conflict

There is no Shobr character quote about experiencing inner conflict.

Teacher's Inner Conflict in a Children's Special Novel

Mr. Bin's Inner Conflict

The inner conflict of Mr. B who is eager to continue serving as an honorary teacher even though the salary received is not commensurate and not paid at all by the government, but is only paid from student donations and sometimes in arrears. when mr. Bin was very dedicated to the school that he had even taught for 25 years. He still has high hopes for his students to become successful children, not just farmers, rubber farmers, and fish finders. Although Mr. Bin has served the school for 25 years, he has not been appointed as a civil servant. This is the main inner conflict of Mr. Bin's character. But that doesn't make it a problem because Mr. Bin's main goal is to teach and educate his students.

Pak Bin who remains enthusiastic about teaching even though there are other teachers who are arbitrary at work and there are teachers who easily get the graduation predicate because they have relatives who can help with the illegal route.

Based on this description, the inner conflict in Mr. Bin's character is approaching.

3. Eligibility of Reading Materials for The Representation of Personality and Inner Conflict of Teachers in Three Indonesian Modern Novels

Enhanced and improved specifications according to data analysis and criticism of materials and design ahl i to analyze the familiar ya ng aspects in the product manufacturing process. This aspect of reading material is classified as excellent. The results of the validation of reading materials assessed by design experts, namely the results of validation of reading materials by design experts state that reading books are classified as "excellent" with a total average percentage of 92.2%. The value in terms of content feasibility is classified as "excellent" with an average totalcentration of 93.3%, in terms of consistency and "excellent" format of 86.67%. The assessment results on the grafing aspect are classified as "excellent" at 96.67%. Furthermore, the validation assessed by the material expert is the result of the validation of reading materials by design experts, stating that reading books are classified as "excellent" at 92.2 %. The assessmenton the feasibility aspect of the content was rated "excellent" at 93.3%. The assessment results on the aspects of consistency and format are classified as "excellent" which reached 86.67%. The assessmenton the grafing aspect was rated "excellent" with a percentage of 96.67%.

CONCLUSION

(1) The personality of the teacher expressed in three modern Indonesian novels based on literary psychology, namely 1) The character of the Teacher in the novel Guru Aini has a highly committed personality, morale, sincerity in work, and has high ambitions, a steadfast spreader of establishment. 2) The character of Guru in the novel Kembara Rindu has a trusting, loving, unyielding, loyal, diligent, honest, hard-working, self-defeating, courageous and generous personality. 3) The character of the Teacher in the novel Special Child has a patient, responsible, humble, arrogant, self-sacrificing and caring personality. (2) The inner conflict of the teacher in three modern Indonesian novels based on a review of literary psychology, namely 1) Guru Aini's novel has an inner conflict of approaching-moving and moving away based on Kurt Lewin's theory. 2) The novel Kembara Rindu has an approaching-approaching inner

conflict based on Kurt Lewin's theory. 3) The Special Child novel has an inner conflict that almost moves and moves away based on Kurt Lewin's theory. (3) The feasibility of reading materials entitled personality and inner conflict of teachers in three modern Indonesian novels is declared worthy of trial. The feasibility of materials by material experts is classified as very good, whose score reaches 89%. The assessment results for the content feasibility aspect were 85%, the feasibility of linguistic aspects was 91.25, the feasibility of presentation was 91.25%. The feasibility of learning design by learning design experts is classified as very good, whose score reaches 92.2%. The content eligibility aspect of den gan averaged a score of 93.3%, the consistency and format aspect whose score reached 86.67%, and the grafing aspect whose score reached 96.67%.

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