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A Psychological Journey of Inner Strength in *Novel Mimpi Anak Pulau*

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ABSTRACT

This research analyzes the fighting values of the main character of the novel *Mimpi Anak Pulau* through a literary psychology approach. The focus of the research is mainly on the main character's inner resilience, exploring how the character adapts and develops in facing various life challenges. The analysis also includes the diversity of internal human resources, especially through the inner eye and mind's eye, as an important element in forming character. Carefully selected dialogue creates dimensions of internal conflict, reveals the characters' complex feelings, and touches on the paradox between fear and courage. Poetry that compares life to a flowing stream creates a picture of life's journey that inspires thought and emotion. The research conclusion shows that the fighting value in the main character of this novel is realized through a complex psychological journey, contributing to a deeper understanding of inner resilience, diversity of internal resources, and psychological dynamics in a literary work. This analysis not only highlights the complex psychological processes underlying the main character's resilience in *Mimpi Anak Pulau*, but also offers valuable insights for understanding how children develop inner strength in the face of adversity. By examining the character's internal resources and the role of literary devices in portraying inner conflict, this study provides educators and psychologists with tools to support children's emotional well-being and foster resilience.

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INTRODUCTION

Literary art is a channel for deep human expression, creating works that reflect the dynamics of life, struggle and the complexity of the human mind (Asriani, 2016). In this case, the novel as a form of literary art is a medium that is able to capture the nuances of the psychological complexity of its characters. One work that stands out is *Mimpi Anak Pulau* which summarizes the life, journey and battles of its main characters.

From the title alone, *Mimpi Anak Pulau* immediately invites curiosity about the inner world of a child living on an island. More than just a childhood adventure, this novel has the potential to be a window into the psychological development of children, especially in the context of building resilience and inner strength. By examining the protagonist's journey, we

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can witness the psychological process they go through when facing various obstacles in life. The novel can illustrate the coping mechanisms they develop to overcome these challenges, as well as how these experiences contribute to the formation of inner strength that they will need throughout their lives (Mehdi, 2020). Thus, *Mimpi Anak Pulau* not only offers an entertaining story, but also provides valuable insights into the inner world of children and their psychological struggles in building resilience to face the future. The background to this research stems from the desire to understand more deeply the fighting values contained in the main character of *Mimpi Anak Pulau*. The uniqueness and psychological richness of character becomes a magnet for researchers to involve themselves in in-depth analysis (Aisyah et al., 2016). By understanding the main character's fighting values, we can access the emotional and motivational layers that shape the character's journey (Arum et al., 2021).

Literary works not only present stories, but also serve as a mirror of life, allowing readers to understand the human journey (Fajriyah, et al., 2017; Nurhadi, 2019, Salsabila et al., 2023). The main aim of this research is to reveal and analyze the fighting values contained in the main character of the novel *Mimpi Anak Pulau*. Through a literary psychology approach, this research aims to understand the psychological dynamics of the main character, exploring the concepts of mental resilience, the spirit of never giving up, and other psychological factors that shape the character's journey.

Inner strength, more than physical endurance, is an internal compass that guides us through the storms of life. It is embedded in the soul, sustains us when we are knocked down by obstacles, and enables us to bounce back with greater determination. As Sevilla-Vallejo argues (2023) that inner strength is not the absence of fear or adversity, but the ability to face them with confidence and optimism. In the midst of turbulent situations, individuals with solid inner strength are able to maintain a positive outlook, focus on solutions, and find the strength to adapt to change (Sevilla-Vallejo, 2023). It is the ability to see the light behind the darkness, hold on to hope in the midst of despair, and find meaning in every challenge. Inner strength is not about being immune to hurt, but about how we rise above adversity and learn from bitter experiences. It is an internal resource that frees us from the shackles of limitations and allows us to reach our full potential, even amidst the storms of life.

The novel *Mimpi Anak Pulau* not only presents a surface adventure story, but also serves as a lens to observe the protagonist's inner turmoil. Through gradual character development, we are invited to witness how the protagonist deals with his dilemmas and doubts. The symbolism hidden in the storyline and the protagonist's surroundings become veiled clues to the emotions and fears he harbours. Finally, as Levina (2021) expresses the protagonist's internal dialogue, which can be a monologue or an internal conversation with another character, reveals the psychological struggle and decision-making process that determines the direction of his life journey. By combining these three literary devices, the novel is able to present a holistic picture of the protagonist's inner battle and how he overcomes various obstacles to achieve maturity and inner strength.

Previous studies have explored the psychological aspects of characters in literary works, forming the foundation for psychological analysis in literature. For instance, Malawat and Akhiruddin (2022) analyzed character education values in the novel *Mimpi Anak Pulau* by Abidah El Khalieqy, focusing on the main character's psychological journey. Windamayanti

and Marini (2020) examined religious and socio-psychological values in the same novel, identifying important elements for readers. Ismanto et al. (2023) highlighted three psychological aspects influencing characters in *Mimpi Anak Pulau*: conflict, learning, and motivation, as well as ten prominent character education values. Purnomosidhi et al. (2021) also identified various educational values in the novel, while Sosrohadi and Lutfhu (2022) explored the inner conflict of the main character in "Conspiracy of the Universe" by Fiersa Besari. These studies provide insights into character analysis methods and the influence of the environment on character development.

However, there is a gap in the research regarding the specific analysis of the fighting values of the main character in *Mimpi Anak Pulau*. This research aims to fill this gap by combining previous findings with a focused examination of these fighting values, offering a deeper understanding of fictional characters in the context of literary psychology. From the results of this research, it is hoped that a deeper understanding of the fighting values contained in the main character of *Mimpi Anak Pulau* can be found. It is hoped that the research results can make a significant contribution to the understanding of literary psychology and provide new insights related to characterization in literary works. Therefore, analyzing the fighting values of main characters in the context of literary psychology can provide deeper insight into the psychological aspects inherent in these characters and, in turn, contribute to the general understanding of humanity (Shahnaz, 2023). In addition, this research can contribute to the development of literature by opening a deeper understanding of the psychological values that underlie the main character's journey. It is also hoped that the results of this research will provide new insights into the relationship between fictional characters and human psychological reality.

METHOD

In designing this research, the researcher obtains qualitative with descriptive methods. Qualitative research is a method that pays attention to scientific data, data in relation to the context of its existence (Gunawan, 2022). This research uses a literary psychology approach to analyze the fighting values of the main character in *Mimpi Anak Pulau* through the lens of literary psychology. The main primary data source is the novel text itself, and content analysis will be carried out to identify and understand the psychological elements that reflect the main character's fighting values. In addition, secondary data will be obtained from literary criticism, essays, and previous research related to literary psychology, to provide a strong theoretical foundation and enrich the analysis (Harpriyanti et al., 2022). The selection of data and interpretation of results will consider the diversity of situations in the novel, as well as perspectives from various previous studies (Emzir, 2018). The analysis steps start with identify key passages, dialogues, and events that highlight the main character's psychological journey and fighting values. Analyze the identified passages using the principles of literary psychology. This involves examining the character's thoughts, emotions, and behaviors in various situations. Lastly, synthesize the data and interpretations to provide a coherent analysis of the main character's fighting values.

RESULTS AND DISCUSSION

RESULTS

Along with the methodology that has been described, the results of this research will present in-depth findings regarding the fighting values of the main character in "Mimpi Anak Pulau". Content and thematic analysis will reveal the psychological complexity of the characters, highlighting moments of struggle, internal conflict, and the evolution of fighting values throughout the narrative.

Based on previous research, especially the work of Mulawat et al., (2022), we can compare the findings and understand how the characters in "Dreams of Island Children" can reflect and diverge from existing psychological findings in previous literature. Through the results of this research, it is hoped that a richer and more comprehensive understanding can be drawn regarding the fighting values of the main character in *Mimpi Anak Pulau*. This will contribute to the understanding of literary psychology and open new insights into characterization in Indonesian literature. Apart from that, these findings can also trigger further discussion about the implications of the fighting values of characters in fiction for human understanding and the reality of life.

DISCUSSION

Inner Resilience in Limitations

This paragraph is a sign of the inner resilience that grows within their characters amidst the challenges of limitations. This dialogue creates deep psychological layers, revealing the psychological complexities that emerge in difficult conditions. This can be seen in the quote on page 13:

"I'm tired, bro. I feel like I've used up all my energy." said Billah, during the workers' tea break. But they didn't drink because they were fasting.

"Same. But we still have to expend the rest of our energy for the next 3 hours, then we will receive our wages."

"What happens if I pass out in the middle of the road? How much do we get paid?" "Don't be a crybaby. We have to be strong."

In the context of literary psychology, Billah's statement reflects the physical fatigue and mental exhaustion associated with daily work challenges. However, when Gani responds with encouragement, it creates a dynamic that shows inner resilience amidst limitations. When Gani encourages staying strong, it is a call to face uncertainty and maintain enthusiasm in the face of difficult situations.

The quotation shows that Billah and his unnamed companion beautifully captures the essence of resilience that goes beyond physical endurance. While Billah expresses exhaustion "I'm tired, bro. I feel like I've used up all my energy.", his companion reminds him of their shared goal "we still have to expend the rest of our energy for the next 3 hours, then we will receive our wages". This exchange highlights two key aspects of resilience. Those are mental fortitude and collective support. In mental fortitude, even though Billah feels physically drained, he doesn't give up. The mention of receiving wages signifies a purpose that fuels their mental strength to persevere despite physical hardship. Meanwhile, the unnamed companion's response, "Don't be a crybaby. We have to be strong", doesn't dismiss Billah's feelings. Instead, it offers encouragement and emphasizes the importance of shared

strength. They are in this together, relying on each other to push through.

That dialogue provides a window into the psychological aspects of the character, illustrating how social interaction and emotional support can provide inner strength. Through this approach, readers can understand that resilience is not only about getting through difficult physical conditions but also about building mental resilience and collective support within them.

Exploration of New Worlds Through Education

In this narrative, the character's passion and enthusiasm for his school experience is revealed. Even though wearing shoes is not a priority, his desire to go to school with his friends creates a deeper understanding of the value of education and exploring the world. This can be seen in the quote on page 42:

"I don't care if my other friends wear the same shoes. The important thing is that I can also go to school with them. School is fun. Suddenly my world becomes so wide. The window to the world is wide open, as wide as the horizon. Sometimes I forget that we still live in the middle of the forest, because our minds have wandered far away to another continent."

From a literary psychology perspective, this statement creates a picture of how school is a window to the wider world. This character sees education as an opportunity to gain new knowledge and experiences. Despite living in the middle of a forest, the school opens a window to the world as wide as the horizon, illustrating the power of education in opening minds and views.

The quote beautifully highlights the power of education in opening minds and broadening understanding of the world. It can be found that despite the lack of proper footwear, the character prioritizes going to school with his friends. This shows a strong desire for learning and a drive to be part of the educational environment. Education exposes the character to a "wider world" and opens a "window to the world as wide as the horizon." This suggests access to knowledge and ideas beyond their immediate surroundings. The quote also implies that education allows the character to transcend physical limitations ("we still live in the middle of the forest") by stimulating the mind and fostering an awareness of the world beyond their immediate environment.

Hence, schools provide access to a vast amount of information about different cultures, history, science, and other subjects. This broadens the student's understanding of the world and their place within it. The educational process encourages critical thinking, asking questions, and exploring new ideas. This fuels curiosity and a lifelong desire for learning. Education helps break down social and geographical boundaries. By learning about different cultures and perspectives, students develop empathy and understanding for the wider world. By those educational functions, education equips students with the knowledge and skills they need to navigate the world, make informed decisions, and pursue their goals.

The importance of school and its influence on the character's thinking is reflected in the words, "Suddenly my world became so vast." Education becomes a tool to transcend geographical boundaries and open wider horizons of knowledge. When characters state that their minds have wandered far away to other continents, it highlights the power of education in opening minds and broadening understanding of the world. By understanding literary psychology, readers can capture the character's enthusiasm and excitement for education as a means to enrich life and transcend physical limitations or the environment in which they

live.

Love and Sacrifice in the Family

Despite economic limitations, he promised to do everything necessary to make his children happy, even by looking for new ways to meet their needs. This can be seen from the following quote on page 124, "You don't have to worry, son. Indok is used to doing anything for you. We still have a garden. Later, Indok wants to plant more pineapples with your sister. Hopefully the results are good and we can buy shoes for you, son..."

From a literary psychology perspective, this dialogue illustrates the concept of sacrifice and unconditional love in a family environment. Even though he may not be able to afford new shoes, Indok shows an attitude of optimism and a willingness to find a solution by planting more pineapples in the garden. This creates a picture of Indok's inner courage and determination in facing limitations. The act of planting more pineapples is a selfless act of love, prioritizing the child's need above the parent's own comfort or rest.

The parent, "Indok," prioritizes the child's happiness above all. Despite economic limitations, they promise to find a way to buy the child shoes, even if it means additional work. The quote also emphasizes the parent's unwavering love for the child. The phrase "*Indok is used to doing anything for you*" signifies a commitment to fulfilling the child's needs regardless of the cost.

In the sentence, "*Hopefully the results are good and we can buy shoes for you,*" Indok's hopes and aspirations for meeting her child's needs are revealed. This creates an emotional dynamic in family relationships, the child's happiness and well-being is the top priority. This dialogue creates a picture of family values and the power of emotional connections that drive acts of sacrifice. Parents often make sacrifices to ensure their children's well-being. This can involve forgoing personal wants, working extra hours, or facing difficult situations. The sacrifice goes beyond material things. It encompasses the emotional investment parents make in their children's happiness and success. Parents also provide a safety net, offering unwavering support and encouragement even when things are difficult.

Independence and Self-Pride

In this narrative, the character expresses his identity as an orphan, but proudly asserts that he is not a beggar for mercy. His mother's education emphasized the values of independence and self-pride, this is stated in the quote from page 147 "Since long ago, my mother has taught me to be able to stand on my own feet. And not rely on other people."

From a literary psychology perspective, this narrative depicts the character's strength in facing the reality of his life as an orphan. The character acknowledges his status as an orphan, suggesting a potential source of vulnerability. Despite being an orphan, the character asserts his self-reliance with the statement "*not rely on other people.*" This signifies a strong sense of pride and a rejection of being seen as solely defined by his circumstances. This statement creates an image of self-pride and inner strength that has been instilled by the character's mother from the start.

The values of independence and not being dependent on the mercy of others emerge as psychological findings in this character. When a person can maintain self-esteem and feel proud of their own abilities, it creates a strong psychological foundation. Literary psychology helps readers understand how childhood background and education can shape a person's identity and thought patterns. Through this approach, this narrative can trigger empathy and

appreciation from readers for the character's resilience. Readers can reflect on the power of independence and the important role the values instilled by parents play in shaping a person's personality.

The quote reveals several psychological aspects of the character. First, internalized locus of control was shown on the character believes he has control over his own life and destiny. He doesn't rely on external factors like "mercy" to succeed. Second, as resilience character, the character acknowledges his situation as an orphan but doesn't let it define him. This suggests a strong inner strength and a capacity to overcome challenges. Last, independence, the mother's teachings have fostered a sense of self-reliance in the character. He values his ability to take care of himself and not be a burden on others.

Inner Struggle and Outpouring Hope

This dialogue creates a picture of the character's feelings of praying and hoping that he will no longer experience loss. Inner struggles and feelings of despair emerge through expressions of prayer and sincere desires, this is shown in the quote on pages 188-189:

" Oh Rabbi! Help me to get it. Don't let them go ahead of me to go forward and become a hero in Rani's heart. I can despair of losing twice. My father and Asmarani. Oh yes, fate! Help my fate, Lord!

"Ran, this is the answer to the poem you read earlier. Thank you," just be short, Gani."

From a literary psychology perspective, this dialogue brings the reader into the world of feelings of a character who is struggling with a deep sense of loss. The phrase, "I could despair of losing twice. My father and Asmarani," creates a sincere feel of sadness and longing. The character's plea, "*Don't let them go ahead of me*," reveals a deep fear of losing another person they hold dear. This suggests they have already suffered a significant loss potentially referenced as "*losing twice*" and mentioning "*Asmarani*". Those phrases signify a profound sense of despair and vulnerability related to past losses. Despite the despair, the character reaches out to God with a desperate plea for help, "*Oh Rabbi! Help me to get it.*" This signifies a glimmer of hope and a desire to overcome their current emotional state. Prayer request to God creates a picture of the character's desire to change fate and gain the happiness that has been missed. This creates an emotional layer that depicts uncertainty and hopelessness. Gani's response, "Ran, this is the answer to the poem you read earlier. Thank you," presents the presence of a friend who tries to provide support or answers to the character's feelings of confusion.

This dialogue creates relationship dynamics between characters and explores themes of happiness and hope. The competition for "*Rani's heart*" highlights a desire for connection and acceptance. The fear of losing this potential relationship fuels their inner struggle. Through a psychological approach to literature, readers can understand the emotional complexity of the characters and reflect on how humans overcome feelings of despair and search for meaning or answers in prayer and social relationships.

Life Balance and the Quest for Knowledge

This narrative describes Gani's life, which is full of activity and involvement in various activities, but still finds time to take courses and practice to continue to improve his knowledge. This is quoted from page 406. "Amidst his busy schedule in managing the port and various social and organizational activities, Gani is still active and participates in

various courses and training, both at home and abroad."

From a literary psychology perspective, this narrative creates a picture of the balance of life lived by Gani. Even though he is busy with his professional responsibilities and social activities, his desire to continue learning and developing shows his passion for education and knowledge. Participation in courses and training, both at home and abroad, creates a psychological dimension that reflects the character's determination and ambition. The quote describes Gani's life as *"full of activity and involvement in various activities."* This suggests a person with a lot on their plate, managing responsibilities at the port, social engagements, and organizational commitments. Despite the busy schedule, the quote highlights that Gani *"still finds time to take courses and practice to continue to improve his knowledge."* This signifies effective time management skills and a strong commitment to lifelong learning. The sacrifice of time and energy to take part in this activity shows Gani's desire to continue to develop and contribute more.

Education and self-development can provide inner satisfaction, increase your sense of accomplishment, and broaden your horizons. Gani as a character creates a positive model about the importance of lifelong learning, and explains how education can be an important element in achieving a satisfying life balance. Despite a demanding schedule, Gani prioritizes personal and professional development by actively seeking out learning opportunities. The emphasis on *"various courses and training"* suggests an openness to diverse knowledge sources, fostering a spirit of continuous learning. So, Gani manages to juggle his professional and social commitments with his pursuit of knowledge, showcasing an ability to find balance in a busy life.

Parable of Life and Sustained Growth

This parable is used to imply life's journey and wisdom in overcoming obstacles to achieve growth and ultimate goals. This is quoted from page 418:

"LIFE is like flowing water, ultimately leading to the estuary. If there are many bends in its journey, the water will know and find a solution to keep moving forward and not stagnate, jogging in just one place. Apart from the physical eye which is the sense of sight for humans, God has also given us an extraordinary inner eye and mind's eye, if humans know how to be grateful for it."

From the perspective of literary psychology, this poem uses the parable of flowing water as a metaphor to explain the nature of life's journey. The statement that "water will know and find solutions to move forward" creates an image of intelligence and adaptability in the face of adversity.

The use of the physical eye as the human sense of sight, along with the emphasis on "the mind's eye and the extraordinary mind's eye," brings a psychological dimension to the work. Realizing and being grateful for the existence of non-physical aspects in humans, such as intuition and wisdom, is a form of appreciation for God's grace.

This parable serves as a powerful reminder that life is a continuous journey filled with both challenges and opportunities. By embracing resilience, adaptability, and a growth mindset, we can navigate the bends in the river and ultimately reach our goals. The parable also highlights the importance of introspection and utilizing our inner resources to make wise decisions and navigate life's complexities.

This poem creates an understanding that wisdom and gratitude can be the key to overcoming obstacles and achieving sustainable growth. In the context of literary psychology, this work provides an overview of how self-assessment and appreciation of

internal resources can shape perceptions and attitudes towards life.

CONCLUSION

In analyzing the fighting values of the main character in the novel "Mimpi Anak Pulau" through the lens of literary psychology, it can be concluded that the psychological complexity of this character enriches and deepens understanding of life's journey. Analysis of the main character's inner resilience opens up insight into how the character adapts and develops in facing life's challenges. The diversity of internal human resources, especially through the inner eye and mind's eye, becomes the focus of understanding literary psychology to deepen characterization. Carefully selected dialogue creates dimensions of internal conflict, reveals the characters' complex feelings, and touches on the paradox between fear and courage. Apart from that, the parable of life as a continuous flowing stream creates a picture of life's journey that inspires thought and emotion. The conclusion of this research illustrates that the fighting values in the main character of this novel are realized through a complex psychological journey, contributing to a deeper understanding of inner resilience, diversity of internal resources, and psychological dynamics in a literary work. This analysis demonstrates how literary psychology can be used to delve deeper into a character's motivations and internal struggles. It provides a framework for understanding how characters develop and overcome challenges throughout a narrative. For future research, examining how fighting spirit is portrayed in characters from different literary traditions and cultural contexts. This could reveal diverse approaches to resilience and overcoming challenges.

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