



Manifestation of Mental Disorder of Janu Character in the Novel *Manusia dan Badainya* by Syahid Muhammad: A Psychopathological Perspective

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ABSTRACT

This study aims to describe the types of mental disorders experienced by the character Janu in the novel *Manusia dan Badainya* by Syahid Muhammad. Mental disorders are analyzed using a psychopathology perspective to reveal the complexity of the character's psychological condition. The research data source is the entire 300-page novel, while specific data are in the form of narrative excerpts and dialogues that indicate mental disorders. The main research instrument is the researcher himself, assisted by a data classification table based on psychopathology theory. The data analysis technique applies a literary psychology approach by integrating structural analysis focusing on the elements that build the story and psychological analysis. The results of the study indicate that the character Janu experiences four types of mental disorders that are interrelated. First, anxiety disorder characterized by excessive fear and panic attacks. Second, depressive disorder as the most dominant manifestation, including withdrawal from the environment, lack of appetite, self-blame, a desire to give up, unstable moods, and loss of enthusiasm for self-care. Third, post-traumatic stress disorder is reflected in emotional reactions to traumatic triggers and avoidance behavior. Fourth, adolescent stress disorder is manifested through unhealthy emotional dependence on partners and a poor relationship with the mother. These four types of disorders reinforce each other, making Janu's psychological burden increasingly complex and difficult to unravel. This finding enriches the study of literary psychology, particularly in representing the mental health of fictional teenage characters.

Keywords: mental disorders, character, novel, psychopathological perspective

Manifestasi Gangguan Mental Tokoh Janu dalam Novel *Manusia dan Badainya* Karya Syahid Muhammad: Perspektif Psikopatologi

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis gangguan mental yang dialami oleh tokoh Janu dalam novel *Manusia dan Badainya* karya Syahid Muhammad. Gangguan mental dianalisis menggunakan perspektif psikopatologi untuk mengungkap kompleksitas kondisi psikologis tokoh. Sumber data penelitian adalah keseluruhan novel setebal 300 halaman, sementara data spesifiknya berupa kutipan-kutipan naratif dan dialog yang mengindikasikan adanya gangguan mental. Instrumen utama penelitian adalah peneliti sendiri, yang dibantu oleh tabel klasifikasi data berdasarkan teori psikopatologi. Teknik analisis data menerapkan pendekatan psikologi sastra dengan mengintegrasikan analisis struktural fokus pada unsur-unsur pembangun cerita dan analisis psikologis. Hasil penelitian menunjukkan bahwa tokoh Janu mengalami empat jenis gangguan mental yang saling berkorelasi. Pertama, gangguan kecemasan yang ditandai oleh rasa takut berlebihan dan serangan panik. Kedua, gangguan depresi sebagai manifestasi paling dominan, meliputi penarikan diri dari lingkungan, malas makan, menyalahkan diri sendiri, keinginan untuk menyerah, suasana hati yang tidak menentu, serta kehilangan semangat dalam merawat diri. Ketiga, gangguan stres pascatrauma yang tercermin dari reaksi emosional terhadap pemicu trauma dan perilaku menghindar. Keempat, gangguan stres remaja yang diwujudkan melalui ketergantungan emosional yang tidak sehat pada pasangan serta hubungan yang buruk dengan ibu. Keempat jenis gangguan ini saling memperkuat satu sama lain, sehingga menjadikan beban psikologis Janu semakin kompleks dan sulit terurai. Temuan ini memperkaya kajian psikologi sastra, khususnya dalam merepresentasikan kesehatan mental tokoh fiksi remaja.

Kata kunci: gangguan mental, tokoh, novel, psikopatologi

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INTRODUCTION

Indonesian is a compulsory subject that plays a crucial role in the national education system because it serves as a means of developing students' literacy skills. Learning Indonesian encompasses four language skills: listening, speaking, reading, and writing. These four skills are interrelated and need to be developed in a balanced manner to optimally achieve learning objectives. Therefore, the Indonesian language learning process must be designed effectively, communicatively, and innovatively to increase student engagement in learning activities.

The success of the learning process is influenced, in part, by the selection of appropriate learning media. Learning media act as aids that can facilitate student understanding of the material, increase learning motivation, and create a more enjoyable learning environment. Nuramila et al. (2024:33) state that a pleasant learning environment can encourage student motivation and active participation during learning activities. Therefore, teachers need to be creative and innovative in selecting learning media that are appropriate to the characteristics of the material and the needs of the students.

The use of technology in Indonesian language learning is currently still not optimal. Its use is generally limited to simple presentations and learning videos. However, technological developments enable teachers to create more interactive and engaging learning. Sartika et al. (2024:452) explain that technology can be utilized to support more contextual and adaptive learning, thereby increasing student engagement in the learning process. The use of interactive digital media can also help students understand learning materials in a more concrete and enjoyable way. In Indonesian language learning, listening skills are a crucial basic skill. Listening skills relate to students' ability to understand, capture, and process information obtained through listening activities. According to Alamsyah et al. (2025), listening lessons tend to be implemented conventionally through lectures or reading aloud by teachers,

without involving varied and interactive learning strategies. In teaching descriptive texts, listening skills are necessary for students to understand the detailed descriptions of objects, settings, and events presented. Lestari (2018:74) explains that listening skills play a crucial role in learning descriptive texts because through listening activities, students can understand the details of the objects described based on observations through their five senses. Furthermore, Panjaitan et al. in Oliy (2025) stated that the ability to understand text content can train students to think critically and help them connect the information obtained with their prior knowledge.

Based on initial observations at SMP Negeri 1 Telaga, it was found that most students still experience difficulties in learning descriptive text, particularly in listening skills. These difficulties are evident in students' low ability to understand the content of the text they listen to, capture important information, and re-describe the objects being described. Furthermore, students also tend to be less active and less interested in participating in learning because the learning process is still monotonous. This condition results in students' listening skills not reaching the expected competency.

To address these issues, learning media are needed that can create an engaging and interactive learning environment. One such medium is Educandy. Educandy is an educational game-based learning medium that can be used to create fun and active learning. Mangge, R et al. (2023:84) explain that learning strategies include selecting methods and utilizing supporting resources to increase learning effectiveness. In this regard, learning media is a crucial component that can help teachers achieve learning objectives. Through the various game features available on Educandy, students can learn while playing, making learning more engaging and less boring.

The application of Educandy in teaching descriptive text is expected to support the improvement of students' listening skills. Through this medium, students can concentrate better during



listening activities, become more actively involved in the learning process, and more easily understand the content of the descriptive texts they are studying. Furthermore, the use of educational game-based learning can also encourage increased student motivation and participation during learning activities.

Based on the above description, the research questions are as follows: (1) How is Educandy applied to listening skills in descriptive text learning for students at SMP Negeri 1 Telaga?, and (2) Can Educandy be used to improve listening skills in descriptive text learning for students at SMP Negeri 1 Telaga? The purpose of this research is to describe the application of Educandy to listening skills and to determine the improvement in listening skills in descriptive text learning for students at SMP Negeri 1 Telaga.

This research is expected to provide benefits, both theoretically and practically. From a theoretical perspective, this research is expected to contribute to the development of Indonesian language learning studies, particularly regarding the use of interactive learning media based on educational games to improve listening skills. Meanwhile, from a practical perspective, this research is expected to serve as a reference for teachers in determining innovative learning media, help students improve their listening skills in descriptive text learning, be a consideration for schools in supporting the use of learning technology, and increase researchers' knowledge regarding the application of interactive media in Indonesian language learning.

Several previous studies have shown that interactive learning media have a positive influence on the learning process. Sartika et al. (2024) suggest that the use of interactive digital media can increase student motivation and engagement in Indonesian language learning. Furthermore, Mangge, R et al. (2023) explain that technology-based learning media can improve the effectiveness of the learning process and student learning outcomes. Meanwhile, Nuramila et al. (2024) state that engaging and enjoyable learning media can encourage student

engagement and facilitate their understanding of learning materials.

The theoretical review in this study covers the variables of Educandy media use and listening skills in learning descriptive text. Sartika et al. (2024:452) explain that interactive digital media can increase student engagement in learning. Lestari (2018:74) emphasizes that listening skills play a crucial role in understanding the content of descriptive text. Meanwhile, Panjaitan et al. in Ollie (2025) explain that the ability to comprehend text content can help students think critically and better understand learning material. Thus, the use of Educandy is considered relevant to help improve students' listening skills in learning descriptive text.

METHOD

This study uses a descriptive qualitative method to describe and analyze the various types of mental disorders experienced by the character Janu in Syahid Muhammad's novel "Mankind and Its Storms." Ahmadi (2019:3) argues that qualitative research focuses on narrative and data depiction. Therefore, in qualitative research, interpretive presentations are more dominant than numerical ones.

The primary data source comes from the novel "Mankind and Its Storms" by Syahid Muhammad, published by Gradien Mediatama in January 2022 (4th edition), totaling 300 pages. The data relates to the focus of this study on the types, causes, and impacts of mental disorders experienced by the character Janu in Syahid Muhammad's novel "Mankind and Its Storms," presented in the form of story excerpts.

The data collection technique used was library research, a series of activities related to library data collection methods, reading, recording, and processing research materials (Zed, 2014:3). The steps taken by the researcher included: repeatedly reading the novel to understand the story comprehensively, identifying sentences or paragraphs relevant to the research focus by coding the data, classifying the data into a corpus based

on the research findings, and presenting the data for analysis.

The data analysis technique used literary psychology, which integrates structural and psychological approaches. According to Endraswara (2008:104), the psychological approach to literature focuses on a comprehensive analysis of both internal and external elements, with particular attention to internal elements such as characterization and character traits. The researcher performed data reduction by selecting and focusing on the types of mental disorders identified by Janu, then presenting the data in the form of quotations classified by mental disorder category. Next, interpreting the data using psychopathology theory, and finally, drawing conclusions.

RESULTS

Based on the results of an in-depth reading and analysis of Syahid Muhammad's novel "Mankind and Its Storms," it was found that Janu experiences four types of mental disorders: anxiety disorder, depression, post-traumatic stress disorder, and adolescent stress disorder. The following describes each type of mental disorder along with data citations supporting these findings.

1. Types of Mental Disorders in Janu in the Novel "Mankind and Its Storms" by Syahid Muhammad

The character Janu in Syahid Muhammad's novel "Mankind and Its Storms" exhibits complex psychological dynamics through various symptoms of mental disorders reflected in the narrative, dialogue, and inner conflict he experiences. Every action and decision he makes is a manifestation of psychological distress rooted in past trauma and an inability to come to terms with the reality that presses against him. The research findings revealed four types of mental disorders experienced by Janu: anxiety disorder, depression, post-traumatic stress disorder, and adolescent stress disorder.

1.1 Anxiety Disorders

Anxiety disorders are mental illnesses characterized by excessive and persistent feelings of worry, fear, or anxiety that interfere with daily activities. Janu's disorder lacks specific causes and is characterized by worry about future events, sometimes accompanied by premonitions and somatic tension. This disorder manifests in two forms: fear of personal and future failure and panic attacks.

a. Fear of Personal and Future Failure

"All this time, I've had to follow my mother's wishes to the point where I don't know how to make decisions about my life. Oh God, this is dangerous. I'm scared... I'm afraid my mother is right; I'm a person who can't do anything without her guidance." (Muhammad, 2022:33)

Janu's fear reflects a failure to build self-reliance due to the strong influence of her mother in her life. The statement "I'm afraid my mother is right" indicates that Janu lacks confidence in her own ability to make life choices. This demonstrates Janu's inability to manage her life independently, leading to the perception of herself as weak, empty, and helpless without guidance from others. Thus, Janu's fear developed into a negative view of his own abilities. Furthermore, the quote also demonstrates that Janu's condition developed into a fear of a hopeless future. The phrase "like having no life" indicates that Janu viewed his life as merely a meaningless activity. This demonstrates that he saw no possibility of change or development in his life. Janu felt that his current incompetence would continue, leading to the future being viewed as frightening and full of failure. Janu's condition demonstrates that he was trapped in a pessimistic outlook on life because he felt incapable of facing life independently.

"Dad, even though this is sudden... you know where I'm going home. As for me, where will I go home? How will I prepare for the rest of my life,



which I don't know how long it will be? I'm scared." (Muhammad, 2022:26)

The loss of the protective figure who had been a source of direction and strength in his life left Janu with a fear of living life. The question "how will I prepare for the rest of my life" indicates deep doubts about his own ability to navigate life without his father. This is evidence that Janu feels unprepared and inadequately equipped to live independently, so he views himself as someone who is unable to face life without the help of his parents. The phrase "where will I go home to?" shows that Janu sees the future as something confusing and frightening, not as something hopeful. Janu feels lost in his life because he no longer has the support that has guided him. This fear is strengthened because Janu imagines his long life as a burden, so that the future is filled with the shadow of failure and uncertainty.

b. Panic Attack

"My body suddenly woke up, gasping for breath... My fingers tightened around the blanket. A panic attack came as usual. My muscles tightened... My heart pounded, followed by a cold sweat pouring down my face." (Muhammad, 2022:77)

Janu's panic attack was a physical manifestation of his fear of failing to maintain control over his own body and mind. Janu woke up with "my fingers tightened around the blanket," indicating that he was experiencing the peak of his sense of powerlessness over his internal state. This fear arose from his perceived failure to be a stable individual and his inability to control his own bodily reactions, reinforcing Janu's sense of weakness and lack of control over his life, even in the most passive state, such as sleep. The phrase "my muscles tightened, my neck prickled" indicates that his body immediately reacted with tension, as if facing danger. Coupled with the "rapid heartbeat" and "cold sweat pouring down my face," this evidence demonstrates that Janu's fear was not

merely mental, but was also tangible, tangible, through his physical state.

"I choked, and my body froze for a moment... My hands clenched into fists, and my body endured a powerful storm. It hurt so much." (Muhammad, 2022:151)

Janu experienced intense emotional pressure when confronted with himself. Kinanti's question forced him to see and evaluate himself directly, resulting in a sudden reaction. The phrases "my body froze," "my hands clenched," and "waves crashed against my chest" indicate a profound emotional turmoil that had been suppressed for so long and finally surfaced. This evidenced Janu's unresolved inner burden, one he hadn't consciously confronted. Furthermore, Janu demonstrated that anxiety was not only in his mind but also palpably felt through his body. Janu's body reacted as if he were facing something frightening, even though he was actually facing himself. This suggests that Janu had difficulty accepting and understanding himself, and when forced to confront his deepest feelings, intense pain arose. This condition indicates that Janu's anxiety is profound because it is related to unresolved internal conflicts.

1.2 Depressive Disorder

Depressive disorder is a mental health disorder characterized by feelings of profound sadness, loss of interest in previously enjoyed activities, and decreased energy that persist for at least two weeks or even years. Janu's depressive disorder is quite complex and manifests in various forms, including withdrawal from daily activities, poor body care and poor appetite, self-blame, a desire to give up on life, mood swings, and a loss of enthusiasm for self-care.

a. Withdrawal and Daily Activities

"On campus, my face was completely blank. I responded to people only as needed... That was how I was for months."

Janu exhibited a loss of enthusiasm for daily activities. He no longer displayed normal expressions or engagement with his surroundings. Interactions with others were limited to the bare minimum, not out of a desire to socialize, but simply as an attempt to maintain a routine. The phrase "On campus, my face was completely blank," a flat and withdrawn demeanor, indicated that Janu was experiencing a difficult situation, lacking the emotional energy to fully engage in his social life. The statement "I've been like this for months," indicated a decline in enthusiasm for daily activities. Janu appeared to be struggling to cope with the constant mental pressure that plagued him, depleting much of his energy just to cope. As a result, activities that should have been undertaken with enthusiasm instead felt arduous and exhausting. Janu's daily life was passive and unenthusiastic, and the prolonged feeling of depression led to a diminished interest and engagement in the world around him.

"These past few days, I haven't been able to eat well... everything has become unpleasant for me... the only place I feel most comfortable is the bed." (Muhammad, 2022:61-62)

There were significant changes in Janu's physical condition and behavior. There was a significant decrease in interest in previously enjoyed activities, such as watching movies, reading, and enjoying favorite foods. This condition was also accompanied by a decrease in engagement in daily responsibilities, as evidenced by delays in responding to work assignments and feelings of discomfort during work activities. Janu's condition indicated a decrease in enthusiasm and energy in carrying out daily life. Janu appeared to have difficulty performing simple activities because his body and mind felt heavy. Responsibilities that should have been easily handled instead felt tiring and delayed. A desire to spend more time alone in a safe and comfortable place also indicated that Janu was trying to escape the pressure he was feeling. Every problem Janu experienced not only

affected his feelings but also caused him to lose the drive to be active and enjoy things that once meant something to him.

b. Poorly Maintained Body and Reluctant to Eat
"I slumped on the sofa, with pale lips. When I had an ulcer, I was too lazy to put anything in my mouth." (Muhammad, 2022:130)

Janu's decreased appetite affected his physical condition and daily habits. His body appeared weak and lacked energy, leading to a decreased desire to eat, as seen in the statement "I slumped on the sofa, my lips pale." In this state, Janu often felt extremely tired and lacked the motivation to do basic things like eat. Food, which should be essential for his body, felt unappealing and even difficult to swallow. This indicates that Janu's condition not only affected his feelings but also his physical condition. This decreased appetite further deteriorating Janu's physical condition due to inadequate nutritional intake. This suggests that Janu's condition related to his mother, as stated in the statement "but actually because of my mother," had a significant impact on his health, particularly in terms of energy and ability to carry out activities. If prolonged, this condition can lead to physical weakness and weight loss.

"Look at you, unkempt, so thin. You're at your age when you should be studying hard. Otherwise, you'll just be a burden. Do you want to live like that?" her mother quipped. (Muhammad, 2022:15)

His physical condition is evident in his increasingly thin body, as evidenced by the data "Look at you, unkempt, so thin." This data indicates that Janu is experiencing changes in his weight related to a decrease in attention to basic needs, especially food. His "thin" and "unkempt" body condition is clear evidence that his condition not only affects his feelings but is also visible physically. These changes are not due to a lack of willpower alone, but also to his mental state, which is extremely tired from dealing with his mother,



making it difficult for Janu to take care of himself properly. This weight loss indicates that Janu's bodily needs are not being optimally met. Lack of food intake causes the body to lose energy and appear increasingly weak. Furthermore, the "unkempt" condition indicates that Janu is also starting to neglect self-care, making the physical changes increasingly apparent. This condition makes Janu appear not to have developed as expected by those around him.

c. Self-Blame

"I felt hostile toward myself, pitied myself, and then blamed myself. Maybe it's true what people say, we are the worst people to ourselves." (Muhammad, 2022:34)

Janu's internal conflict is characterized by a tendency to blame ourselves. The statement "I felt hostile toward myself, pitied myself, and then blamed myself" indicates a strong inner conflict; Janu is unable to accept himself as a whole. This data shows that his thoughts are filled with negative self-evaluations, causing him to constantly view himself harshly and critically. Janu's relationship with himself becomes unhealthy, filled with feelings of dissatisfaction and self-blame. Furthermore, Janu also experiences a significant decline in self-esteem. He feels weak, worthless, or even the source of his own problems. The persistent feelings of guilt further fuel his thoughts of self-criticism. This condition indicates that Janu is trapped in a pattern of constantly blaming himself, reinforcing his negative self-view and making it difficult for him to emerge from it.

"Guilt gripped me... Love and pain, anger and guilt swirled around me... I kept sobbing." (Muhammad, 2022:133)

This data indicates strong feelings of guilt that influenced my attitudes and decisions. In this state, Janu tended to easily blame himself and felt he had done something wrong. This is evident in the data "love and pain, anger and guilt swirled around,

pumping confusion throughout my body," which indicates that feelings of guilt coexisted with other emotions and caused anxiety that spread to his physical condition. This condition caused Janu to constantly think negatively about himself and make it difficult to calm down. Furthermore, Janu also demonstrated that emotional stress directly impacted his physical condition and the reactions he exhibited. The phrases "a storm in my chest" and "I kept sobbing" indicate that the emotions he was experiencing could no longer be contained and finally came out in the form of tears. This reaction indicates that the burden of pent-up feelings had reached a point of extreme intensity, causing Janu to experience an uncontrollable emotional outburst.

d. The Desire to Give Up on Life

"I even rented a hotel room and soaked in the bathtub while holding a knife and an apple in both hands. Well, you know, I couldn't do it." (Muhammad, 2022:144)

Janu's data illustrates intense pressure that led to the urge to harm himself. The statement "soaking in the bathtub while holding a knife" indicates that Janu was at a point of deep despair, considering actions that could harm him. This situation demonstrates that Janu's emotional burden was so heavy that he sought extreme solutions. Janu's condition also shows that he feels cornered by his own feelings, as if he can't find any other way to alleviate the suffering he's experiencing. The statement "I can't do it" indicates that he still has a desire to survive. When faced with this possibility, Janu chooses not to continue, indicating an awareness and drive to keep himself safe. This shows that even though Janu is under extreme stress, he hasn't completely lost control of himself. The decision not to proceed indicates that there is still a part of him that refuses to give up.

"I really want to give up on my life," I told my psychologist. (Muhammad, 2022:159)

Janu's strong desire to give up on his life is evident in the statement "I really want to give up on my life," indicating that Janu is in a state of despair, feeling he no longer has the strength to continue living. This statement demonstrates that the burden of his feelings is so heavy that he has lost hope and views life as something difficult to continue. This desire to give up didn't arise suddenly, but rather was the result of long-standing, building emotional pressure. The fact that Janu shared this with a psychologist demonstrates that he still had the urge to seek help and hadn't completely given up. Janu chose to express his feelings, indicating that he still wanted to be heard and understood. This action demonstrates that beneath the despair he felt, there was still a desire to persevere and find a way out. Janu's condition demonstrates the existence of two sides coexisting: the desire to give up and the drive to persevere.

e. Unstable Mood

"Sadness often comes suddenly in situations like this, so I just cry for a while until I feel satisfied... I don't know how many times this unplanned routine has repeated itself." (Muhammad, 2022:78)

Janu's mood swings, as seen in the data "sadness often comes suddenly," indicate that his mood can change suddenly without any clear trigger. The shift from normal to sad to crying demonstrates Janu's unstable emotions and can shift quickly. Furthermore, the statement "I just cried for a while until I felt enough" indicates a shift in mood from intense sadness to a calmer state after crying. This is reinforced by the statement "this unplanned routine repeats itself," which indicates that these mood swings occur repeatedly. Therefore, this data demonstrates that Janu experiences unstable and ongoing mood swings throughout her life.

f. Loss of Enthusiasm for Self-Care

"I noticed my short, curly hair, which seemed irritated by my oily scalp because I rarely washed

it. My thin, barren-looking mustache and beard..." (Muhammad, 2022:78-79)

The statement "my oily scalp because I rarely washed it" indicates that I was no longer practicing regular personal hygiene. The oily hair condition was direct evidence that basic care, such as shampooing, was being neglected, resulting in a unkempt appearance. The description "a thin, barren-looking mustache and beard" showed that Janu paid no attention to his facial appearance. He let it go without making any effort to groom or maintain it. Although he responded with laughter, this did not indicate improvement, but rather an acceptance of his unkempt condition. This data confirms that Janu experienced a decline in self-care, as evidenced by his neglect of personal hygiene and appearance.

1.3 Post-Traumatic Stress Disorder

Post-traumatic stress disorder is a condition in which a person experiences the impact of a very frightening, painful, or shocking event, even after the event has passed. The event could be a loss, violence, an accident, or another experience that leaves a deep emotional wound. Janu's post-traumatic stress disorder manifests in two ways: the place as a trigger for the trauma, and avoidance of the trauma site, along with emotional suppression.

a. Place as a Trigger for Trauma

"When I arrived at the back area, where I last saw my late mother, it felt strange and awkward. Sadness and pain came suddenly. But I learned to accept it, even though I was trembling." (Muhammad, 2022:164)

Janu's emotional reaction was triggered by traumatic memories related to the loss of her mother. The statement "the last place I saw my late mother" indicates that the location has a strong connection to the experience of deep grief. When Janu returned to the place, the feelings of "sadness and pain" suddenly resurfaced, demonstrating that



the memory still left a strong emotional imprint. The statement "I learned to accept it, even though I was trembling" indicates that Janu attempted to confront the painful experience again, even though her body responded with fear and discomfort. This demonstrates that the place served as a memory trigger, reliving the traumatic experience.

"I entered my childhood room, where all the heartbreaking memories once happened... tears spilled from good and bad memories, wounds and remembrances..." (Muhammad, 2022:150)

This data shows that a place associated with the past can reawaken various memories that have long been stored in his emotional memory. Janu experienced a strong emotional reaction when returning to a place associated with the past and loss. The statement "I entered my childhood room, where all the heartbreaking memories once happened" indicates that the space triggered the resurfacing of painful memories. This is reinforced by the statement "tears spilled from good and bad memories, wounds and remembrances, a love I will never have again," which indicates that various emotional experiences from the past resurfaced simultaneously and could not be contained. The phrase "all kinds of regrets" indicates that Janu not only remembered the events but also re-experienced the emotional burden attached to those experiences.

b. Avoidance of Trauma Sites and Emotional Suppression

"My stepfather often asks how I'm doing and invites me to his house in Bogor, but I ignore him. I feel so scared. The last time I went there was the last time I saw my mother." (Muhammad, 2022:162)

Janu's stepfather's invitation to visit the house in Bogor should have been a form of family concern, but for Janu, it actually created a deep sense of fear, as evidenced by the data "I feel so scared." The house is strongly associated with the

last time Janu saw his mother, transforming it into a direct reminder of the traumatic loss. Therefore, Janu chooses not to respond to these messages or invitations as a way to protect himself from the possibility of resurfacing painful memories. The data "I ignore him"—Janu's decision to avoid his stepfather's invitations—also demonstrates significant trauma.

1.4 Adolescent Stress Disorder

Adolescent stress disorder is a condition in which an adolescent experiences excessive psychological stress that disrupts their daily emotions, thoughts, and behavior. This stress can stem from school demands, relationships with partners, relationships with parents or friends, and issues with self-identity. Janu's adolescent stress disorder manifests in two forms: emotional dependence on her partner and a poor relationship with her mother.

a. Emotional Dependence on Partner

"Imagining life without Nurani makes me tremble... Who will look after me, remind me to eat, be jealous of me, and forbid me to come home late..." (Muhammad, 2022:14)

Janu experiences strong emotional dependence on her partner, as evidenced by the data "imagining life without Nurani makes me tremble," which indicates that Janu feels a deep fear of losing her, even in the form of imagination or fantasy. This demonstrates that the presence of a partner plays a crucial role in providing Janu with a sense of security and emotional stability. Furthermore, the data "who will look after me, remind me to eat, be jealous of me, forbid me to come home late, and make me feel loved and wanted" indicates that Janu is highly dependent on her partner's attention and control in her daily life. Janu feels that without her partner's presence, she lacks the feeling of being cared for and loved. So, this data proves that there are problems in relationships that are characterized by fear of loss and high emotional dependence on the partner.

b. Poor Relationship with Mother

"If you strive for better, you'll definitely graduate with honors," my mother said. "I'm so sick of following her wishes and never feeling satisfied." (Muhammad, 2022:32-33)

The family pressure that impacted Janu's mental state can be seen in the statement "If you strive for better, you'll definitely graduate with honors," which indicates his mother's demands that emphasize high achievement, leading Janu to feel his efforts are never considered sufficient. This is reinforced by the phrase "never feeling satisfied," which indicates that Janu is constantly under the shadow of expectations that are difficult to meet. The statement "I'm so sick of following her wishes" indicates Janu's rejection and exhaustion of these demands. Janu feels pressured by having to constantly adapt to his mother's wishes without the space to make his own choices. Janu's condition demonstrates problems in his family relationships, characterized by stress, dissatisfaction, and Janu's desire to escape the demands that weigh on him.

DISCUSSION

Based on the research findings presented previously, this discussion focuses on a comprehensive analysis of the types of mental disorders experienced by Janu in the film. The novel "Man and His Storm" by Syahid Muhammad depicts Janu's mental illness, which did not emerge suddenly but developed through a series of complex and interconnected life experiences. In this novel, Janu experiences various forms of disorders, including anxiety disorder, depression, post-traumatic stress disorder, and adolescent stress disorder, which gradually emerge as the pressures he faces increase.

Anxiety Disorders

Anxiety symptoms are not only experienced by individuals in everyday life but are also depicted through characters in literary works, reflecting the psychological state of humans when facing social pressure, past traumatic experiences, or deep inner

conflict (Hasan & Ali, 2025:103). Janu's anxiety disorder is not limited to ordinary worry but has reached pathological levels. This is evidenced by the emergence of excessive fear of personal failure and the future (Data 1, 2, 3). In line with the opinion of Datunsolang et al. (2023:197), people with healthy and mature personalities tend to look forward, living enthusiastically in pursuit of their goals, hopes, and dreams. Conversely, those with psychological problems tend to... overwhelmed by fear and anxiety about the future.

Panic attacks accompanied by tangible physical symptoms such as heart palpitations, shortness of breath, and cold sweats (Data 4, 5) further strengthen Janu's diagnosis of an anxiety disorder. This aligns with research by Afriany and Zahlimar (2025:311) that found that people with anxiety disorders often overthink, imagine things that haven't happened yet, and believe these worries to be real. Janu seems to be standing at a crossroads without a clue, making every possibility feel confusing and frightening. Research by Mufida and Abdullah (2024:690) shows that the main character's anxiety is triggered by an inability to balance impulsive urges with the pressures of social reality, resulting in defensive mechanisms such as diversion that contribute to his anxiety. This condition is precisely seen in Janu, who feels unable to make his own decisions, triggering anxiety that is not only situational but rooted in deep internal conflict and formed from maladaptive schemas stemming from his childhood experiences.

Further discussion reveals that Janu's anxiety is rooted in a loss of control over his life. Fear of the future, expressed through the rhetorical question "Where will I go home?", indicates anxiety that arises from individuals imagining future threats that may not necessarily occur. In Janu's context, the absence of a protective father figure and excessive pressure from a critical mother are key triggers that keep him constantly on high alert. This condition is exacerbated by Janu's inability to make independent decisions because he has been directed and controlled by his mother



since childhood. Therefore, when faced with situations requiring independence, he feels helpless and overcome with overwhelming anxiety.

Depressive Disorder

Depressive disorder is the most dominant finding in Janu. He exhibits almost all the main symptoms of Major Depressive Disorder (MDD), including withdrawal from previously enjoyed daily activities (Data 6, 7, 8), poor body care and poor appetite (Data 9, 10), excessive self-blame (Data 11, 12), a desire to give up on life, such as thoughts of death and suicidal ideation (Data 13, 14), mood swings (Data 15), and a loss of enthusiasm for self-care (Data 16).

Research on contemporary literary psychology by Maemunah (2021:154) explains that depressive disorders are generally triggered by various life events. However, in reality, not all of these events result in depression due to the interplay of other factors. Depression is also rarely caused by a single factor, but rather arises from the interaction of various factors in a specific combination, which then influences the level and frequency of depression. In Janu's case, the combination of factors was complex: the sudden loss of his father, a strained relationship with a perfectionist and critical mother, failed romantic relationships, and the pressure to meet the expectations of a family that never felt they were enough. Janu grew up in a stressful family environment, where his mother constantly criticized him and never appreciated his achievements. Data shows that even though Janu achieved top 10 rankings, won Olympiads, and entered a prestigious university, his mother still considered him a "sprout that never sprouted." This environment created feelings of inadequacy and low self-esteem, which are major risk factors for depression.

An interesting aspect of Janu's data is the persistent auditory hallucinations of the voices of "Kera Sakti" and "Robocop" in his head. The presence of these voices is not merely a narrative device to construct a "strange" or "disturbed" character, but rather a clever and psychologically accurate literary representation of the mechanisms

that emerge in response to extreme and prolonged psychological stress. In Janu's context, "Kera Sakti" and "Robocop" appear as two opposing sides, one as a destructive voice and the other as a balancing one, representing the inner struggle between the desire to give up and the drive to persevere.

Post-Traumatic Stress Disorder

Janu met the criteria for PTSD (Post-Traumatic Stress Disorder) after experiencing multiple traumatic events: the sudden loss of his father and repeatedly witnessing unhealthy family conflict. The two main manifestations that emerged were re-experiencing the trauma through triggers such as places or locations (Data 17, 18) and avoidance of those triggers (Data 19).

Research by Rahma et al. (2025:278) on PTSD in literature indicates that persistent avoidance of stimuli (stressors) is a typical symptom of PTSD, which can be observed in two forms: (a) attempts to avoid memories, thoughts, or emotions related to the traumatic event, and (b) attempts to distance oneself from external factors, such as individuals, places, conversations, activities, objects, or situations that may remind one of the traumatic experience. In Janu's case, the trauma was not only related to the death of his father, but also to a disharmonious relationship with his mother, which created deep developmental wounds. This aligns with the opinion of Yulianti et al. (2024:148) that the family environment is the closest environment for a child and plays a crucial role in the development of mental health. Therefore, family dysfunction is a strong predictor of the emergence of PTSD symptoms in adolescents and young adults.

In Janu's case, his grieving process was hampered by his mother, who forbade him from crying and told him to "be strong." This forced suppression of emotions prevented the trauma from being properly resolved, resulting in memories of the loss continually resurfacing whenever he was confronted with triggers that reminded him of his father or mother. Janu avoids not only places

associated with trauma, such as his childhood bedroom and his stepfather's house in Bogor, but also conversations and situations that could potentially reawaken traumatic memories.

Adolescent Stress Disorder

Stress in adolescents is a response to the developmental demands typical of transition. In Janu's case, two primary sources of stress were unhealthy emotional dependence on her partner (Data 20) and a poor relationship with her mother (Data 21). This aligns with Gandakusumah et al.'s (2024:171) finding that stress is not only work-related but can also arise from romantic relationships, which can be a significant source of pressure and negatively impact an individual's mental health. When this pressure exceeds an individual's coping capacity, stress disorders emerge, which can develop into more serious disorders such as depression or chronic anxiety.

National data in Indonesia by Mubasyiroh et al. (2024:97-98) shows that parental depression significantly increases the risk of depression in adolescents. In Janu's case, her mother was a major source of stress and may also have had undiagnosed mental health issues, creating a perpetual cycle of stress within the family. Research by Dar and Sobhana (2025:196) revealed that dysfunctional family environments, characterized by conflict and poor communication, are strongly associated with increased rates of depression and anxiety in adolescents. Conversely, supportive family dynamics, characterized by respect, appreciation, and open communication, significantly reduce the risk of mental health problems in adolescents.

Janu's condition reflects the dual psychological burden of adolescents: pressure from unhealthy interpersonal relationships and a lack of emotional support from parental figures. Janu is described as a teenager who feels guilty about what he loves, is unsure about making life choices, and grows up in a family environment filled with teasing and conflicting values between personal desires and social expectations. These findings are highly relevant to Janu's experience, including the

loss of his father, conflict with his mother, and pressure to meet the standards of success set by his family.

Overall, the four types of mental disorders Janu experiences are not isolated but rather correlated and reinforce each other. Prolonged anxiety can trigger depression, unresolved trauma can exacerbate anxiety, and poorly managed adolescent stress can be a gateway to more serious disorders. This condition makes Janu's psychological burden increasingly complex and difficult to manage. However, this novel also demonstrates that self-awareness and the courage to seek professional help, as Janu does by visiting a psychologist and counselor, are important first steps in the process of healing mental disorders.

CONCLUSION

Based on the results of the research and discussion regarding the types of mental disorders experienced by Janu in the novel "Mankind and Its Storms" by Syahid Muhammad, it can be concluded that Janu suffers from four types of mental disorders: anxiety disorder, depression, post-traumatic stress disorder, and adolescent stress disorder. Janu's anxiety disorder is characterized by an excessive fear of personal failure and the future, as well as panic attacks accompanied by physical symptoms such as heart palpitations, shortness of breath, and trembling. Depressive disorder is the most dominant finding, manifesting in various forms, including withdrawal from daily activities, poor body care and poor appetite, a tendency to blame oneself, a desire to give up on life, even suicidal thoughts, mood swings, and a loss of motivation to care for oneself. Post-traumatic stress disorder is manifested through strong emotional reactions to places reminiscent of the traumatic loss of her father and mother, as well as behaviors that avoid situations that trigger these painful memories. Meanwhile, adolescent stress disorder is reflected in an unhealthy emotional dependence on her partner and a poor relationship with her mother, characterized by excessive pressure, constant



criticism, and Janu's inability to receive affection and acceptance from her mother. These four types of mental disorders are not isolated but rather correlate and reinforce each other, making Janu's psychological burden increasingly complex and difficult to manage. However, this novel also demonstrates that self-awareness and the courage to seek professional help are crucial first steps in the process of healing mental disorders.

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