



The Inner Conflict of the Characters in the Novel *Sisi Tergelap Surga* and the Pedagogical Implications in Digital Modules in High School

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ABSTRACT

This study examines the inner conflicts of characters in Brian Khrisna's novel *Sisi Tergelap Surga* through Kurt Lewin's field theory and formulates their pedagogical implications for a digital module on character and characterization for Grade 12 students in Phase F. The study employed a qualitative descriptive method and a literary psychology approach. The novel served as the primary data source, while six characters with substantial psychological struggles were purposively selected: Juleha, Ujang, Danang, Resti, Sutikno, and Gofar. Data were collected through close reading and systematic note-taking of dialogue, narrated thoughts, actions, other characters' responses, and shifts in decision-making. The analysis mapped internal and external factors, objects of conflict, positive and negative valences, conflict types, and directions of resolution. The findings show that Juleha, Ujang, Resti, Sutikno, and Gofar experience approach—avoidance conflict, whereas Danang experiences avoidance—avoidance conflict. The different conflict centers indicate that personal needs, stigma, poverty, social acceptance, and self-interpretation create distinct valence configurations. These findings were integrated into a digital module through a sequence of activities that included recognizing the novel's context, substantiating characterization with textual evidence, analyzing conflict and valence, and presenting interpretations through character-map infographics and critical responses. The study provides a framework for using literary psychology to deepen evidence-based character learning while remaining attentive to social context, empathy, and moral evaluation.

Keywords: inner conflict, characters, novel, digital modules

Konflik Batin Tokoh dalam Novel *Sisi Tergelap Surga* dan Implikasi Pedagogis dalam Modul Digital di SMA

ABSTRAK

Penelitian ini mengkaji konflik batin tokoh dalam novel *Sisi Tergelap Surga* karya Brian Khrisna berdasarkan teori medan Kurt Lewin dan merumuskan implikasi pedagogisnya bagi modul digital tokoh dan penokohan untuk kelas XII Fase F. Penelitian menggunakan metode deskriptif kualitatif dengan pendekatan psikologi sastra. Sumber data primer berupa novel, sedangkan unit analisis dipilih secara purposif pada enam tokoh yang memiliki pergulatan psikologis kuat, yaitu Juleha, Ujang, Danang, Resti, Sutikno, dan Gofar. Data dikumpulkan melalui pembacaan dekat dan pencatatan dialog, narasi pikiran, tindakan, respons tokoh lain, serta perubahan keputusan. Analisis dilakukan dengan memetakan faktor internal dan eksternal, objek konflik, valensi positif dan negatif, tipe konflik, dan arah penyelesaian. Hasil penelitian menunjukkan bahwa Juleha, Ujang, Resti, Sutikno, dan Gofar mengalami konflik mendekat—menjauh, sedangkan Danang mengalami konflik menjauh—menjauh. Perbedaan pusat konflik memperlihatkan bahwa kebutuhan pribadi, stigma, kemiskinan, penerimaan sosial, dan pemaknaan diri membentuk konfigurasi valensi yang berbeda. Temuan tersebut diintegrasikan ke dalam modul digital melalui urutan kegiatan mengenali konteks novel, membuktikan penokohan, menganalisis konflik dan valensi, serta menyajikan hasil dalam infografik peta karakter dan tanggapan kritis. Penelitian ini menawarkan kerangka pemanfaatan psikologi sastra untuk memperdalam pembelajaran karakter yang berbasis bukti, peka terhadap konteks sosial, dan tetap mempertahankan evaluasi moral.

Kata kunci: konflik batin, tokoh, novel, modul digital

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INTRODUCTION

Literature instruction in high school doesn't always provide sufficient space for students to interpret the reasons behind characters' actions. Discussions often stop at mentioning theme, plot, characters, and setting, while changes in attitude, doubts, or seemingly contradictory decisions are not examined as part of character dynamics. As a result, students easily judge characters solely by their final actions without considering personal needs, values, past experiences, and the social pressures that constrain choices. However, a mature reading of literature requires the ability to connect textual evidence with the context that shapes a character's behavior.

Literary psychology provides tools for reading characters as subjects with desires, anxieties, hopes, guilt, and specific ways of coping with pressure (Endraswara, 2013; Ratna, 2015). One important aspect is inner conflict, the conflict between drives within a character when a need, goal, or value cannot be simultaneously satisfied. Analysis of inner conflict is not intended to diagnose a character, but rather to explain how the author constructs psychological struggles through narrative, dialogue, thoughts, actions, and the responses of other characters. This reading requires considering the relationship between the character's inner state and the surrounding social environment. Gunawan et al. (2022) found that stereotypes can develop into discrimination and social exclusion, influencing the character's attitudes and encouraging resistance. These findings demonstrate that the character's psychological struggles are inseparable from social treatment and power relations that limit their freedom of movement.

Kurt Lewin's field theory is relevant because it views behavior as a function of the relationship between the individual and the psychological environment at a given moment (Lewin, 1951; Sarwono, 2014). Within this framework, a character's decisions are determined not only by personal characteristics but also by their life context,

including family, stigma, poverty, social relationships, experiences of acceptance, and obstacles present in concrete situations. The concept of valence explains the attraction or repulsion of an object to an individual. Positive valence encourages movement toward, while negative valence encourages movement away (Alwisol, 2018).

Lewin differentiates three types of conflict: approaching-approaching, moving-moving, and approaching-moving. Approach-approach conflict occurs when an individual is faced with two equally attractive options, while avoid-avoid conflict occurs when all options are equally undesirable, while approach-avoid conflict occurs when a single object has both attractive and repulsive forces. This classification is useful not only for labeling, but also for tracing the source of tension, changes in valence, and the reasons why a decision is ultimately made. The application of Lewin's framework in literary studies has been demonstrated, among others, by Nurhaya & Indarti (2022), Habib & Tjahjono (2022), and Prikusuma & Pamungkas (2024).

Brian Khrisna's novel *Sisi Tergelap Surga* depicts the lives of marginalized urban communities facing poverty, stigma, insecure employment, loss, and limited choices. The characters' problems cannot be explained solely by personal weaknesses, as their decisions stem from the intersection of pressing needs and oppressive social conditions. Several studies have examined the novel through psychoanalysis of the character Danang (Aini et al., 2024), social values ??(Khamdiyah & Puspitasari, 2024), social criticism (Umifa & Subandiyah, 2024), social deviance (Karuniawan et al., 2025), and representations of poverty (Ratnasari et al., 2025).

These studies demonstrate the richness of psychological and social issues in the novel, but have not specifically compared the patterns of inner conflict among several characters by mapping personal factors, environmental pressures, valence, and the direction of their resolution within a single ana-



lytical framework. Comparisons between characters are important because the same type of conflict can arise from different sources and result in different decisions. This research focuses on Juleha, Ujang, Danang, Resti, Sutikno, and Gofar to demonstrate the varying relationships between each character's personal needs and living space. These findings from literary psychology also have pedagogical value. Internal conflict can be positioned as a deeper understanding of character and characterization after students understand intrinsic elements, characterization techniques, character development, and social setting. With this sequence, students must not simply state that a character is sad, depressed, or guilty but must also provide evidence, differentiate internal and external factors, and explain the relationship between valence and action. Literary research findings can be processed into teaching materials if they are structured in a step-by-step manner, supplemented with evidence-based activities, aligned assessments, and spaces for reflection (Hermawan & Shandi, 2019; Nurjam'an et al., 2023; Prastowo, 2011; Salsabilla et al., 2023).

In the digital aspect, learning media must function as a space that unites material, activities, and evaluation. Damayanti & Lushinta (2024) demonstrated that Google Form-based teaching materials can include both material and tests within a single learning sequence. These findings reinforce the importance of developing digital modules that go beyond simply presenting information and also guide students to read, analyze, and demonstrate their understanding through structured assignments.

Based on this description, this study answers two questions: (1) how are the patterns of inner conflict in Juleha, Ujang, Danang, Resti, Sutikno, and Gofar defined based on conflict types and valences in Kurt Lewin's field theory; and (2) how these findings are translated into materials, activities, learning products, and assessments in a digital module on characters and characterization for

Grade XII Phase F. The study aims to describe the configuration of the six characters' inner conflicts while formulating their pedagogical implications. The research's contribution lies in connecting literary psychology analysis with character learning that is evidence-based, sensitive to social context, and maintains moral evaluation.

METHOD

This research uses a qualitative descriptive method with a literary psychology approach. The primary data source is the novel *Sisi Tergelap Surga* by Brian Khrisna, published by Gramedia Pustaka Utama in 2023. The research data consists of narrative units that reveal the characters' psychological tensions, including dialogue, monologues, narrative thoughts, actions, responses from other characters, and changes in decision-making. Secondary sources include works on Lewin's field theory, literary psychology, literary learning, and the development of digital teaching materials.

The units of analysis were selected purposively. Of the more than twenty characters in the novel, the study focused on Juleha, Ujang, Danang, Resti, Sutikno, and Gofar. The selection was based on three considerations: sufficient internal narrative, consistency of conflict throughout the story's development, and a variety of comparable forms of conflict. This strategy aligns with the characteristics of qualitative research, which prioritizes the depth and relevance of data to the research focus (Moleong, 2012; Sugiyono, 2020; Razak, 2017:176).

Data were collected through reading and note-taking techniques. The novel was read repeatedly to understand the context of the events and the development of each character. Sections showing conflicting impulses were recorded along with page numbers, the context of the incident, and the consequences of the action. The recording used an analysis guide containing six components: internal factors, external factors, object of conflict, type of conflict, positive and negative valence, and

resolution direction. Conflict type was determined according to the categories of approaching—approaching, moving—moving, and moving—moving.

Analysis was conducted through data reduction, grouping, interpretive presentation, and drawing conclusions, referring to Miles et al. (2014). Each piece of data was first placed within the context of the character's life space, then the forces driving the approaching and moving away were mapped to determine the type of conflict. Interpretations were not drawn from individual quotes but examined through comparisons between parts of the story, the consistency of character development, and the consequences of decisions made. Diligent reading, contextual notation, and analytical trails were used to maintain the traceability of interpretations.

The pedagogical stage involved developing literary findings into a digital module structure that discussed characters and characterization. This process began by selecting findings that align with the learning outcomes of Grade 12 Phase F. Internal conflict was then placed as follow-up material

after discussions of characters, characterization, novel structure, and social setting. The next stage includes formulating learning objectives, developing activities that move from evidence identification to valence mapping, and preparing learning products, formative tests, reflections, answer keys, and assessment rubrics. This section emphasizes the conceptual alignment between the analysis results, learning sequence, student activities, and assessments.

RESULTS

1. Inner Conflict Patterns of the Six Characters

The analysis yielded two main patterns. Five characters—Juleha, Ujang, Resti, Sutikno, and Gofar—experienced an approaching-moving conflict because the same object presented both hope and threat. Danang experienced an approaching-moving conflict because both available options carried losses. An approaching-moving conflict was not found. A summary of the conflict's center, valence, and resolution direction is presented in Table 1.

Table 1
Mapping the Inner Conflicts of Six Characters

Characters	Center of Conflict	Type and Valence	Resolution Direction
Juleha	Work to meet Ujang's needs	Approaching—moving away: maternal sustenance and responsibility confront violence, stigma, and regret	Tried alternative employment, but returned due to economic pressure; tensions did not fully subside
Ujang	Relationship with mother amid social stigma	Approaching—moving away: maternal sustenance and responsibility confront violence, stigma, and regret	Social support and changes in environmental perceptions reduced negative valence
Danang	Staying in the village or leaving it	Moving away—moving away: both choices bring loss	Resident advocacy and acceptance reduced threats and discrimination
Resti	Family, pregnancy, and faith	Approaching—moving away: hope confronts poverty and despair	The birth of a child shifted meaning and strengthened acceptance



Sutikno	Identity as the daughter of the late neighborhood head	Approaching—moving away: pride in father confronts label of failure	Father's trust became the basis for reconstructing self-image
Gofar	Financing mother's medical treatment through robbery	Approaching—moving away: love for mother confronts guilt and loss of identity	Admitting mistakes, renouncing crime, and choosing work that aligns with moral values

Juleha experiences an approach-distance conflict centered on her job. This job provides income to meet Ujang's needs, but also brings violence, stigma, regret, and loss of self-esteem. Selling fried food temporarily changes the configuration of valence because it offers a path more aligned with her values. However, insufficient income leads to the need for survival reinforcing the appeal of her old job (Khrisna, 2023:254-257). Juleha's conflict does not fully subside because her living space does not yet provide adequate economic alternatives.

Ujang also experiences an approach-distance conflict. His mother is a source of affection, security, and acceptance, but this same relationship puts him under pressure because the stigma surrounding Juleha's work is also directed at him. Ujang continues to defend and accept his mother even though the community treats her as a child to be avoided (Khrisna, 2023:34-248). The tension eases when the community changes its perspective and opens up support for her education (Khrisna, 2023:284).

Danang is the only character who experiences a conflict of moving away. Staying in the village means facing the threat of expulsion, violence, and discrimination, while leaving means losing the home and community he has known. Both options have negative valences and offer no truly safe path (Khrisna, 2023:259-261). The conflict begins to subside as residents see him more holistically and prejudice against him diminishes (Khrisna, 2023:265).

Resti experiences a conflict of moving away from family and faith. Marriage and faith give her

reasons to stay, but poverty, household burdens, and prayers that feel unanswered push her away. The pregnancy of her second child reinforces these two valences, bringing both joy and fear (Khrisna, 2023:162). The birth of a healthy child shifts her meaning and helps Resti find acceptance despite the unchanged economic circumstances (Khrisna, 2023:290-291).

Sutikno experiences an approach-distance conflict centered on his identity as the son of the late neighborhood head. This identity burdens him with the label of spoiled and failed child, but at the same time holds a positive valence in the form of a father's trust he had previously unknowingly held. The encounter with Syamsuar reveals the message that his father is proud of him and believes in his courage (Khrisna, 2023:238). The conflict subsides when Sutikno reconstructs his self-image and no longer relies entirely on the judgment of his environment for acceptance.

Gofar experiences the most acute approach-distance conflict. The robbery provides him with money for his mother's treatment, but the act gives rise to feelings of guilt, a sense of sin, and alienation from his true self (Khrisna, 2023:173-178). The tension reaches its peak when death is seen as the only way out (Khrisna, 2023:285). His mother's letter and acceptance change Gofar's perspective. He admitted his actions, left crime, and chose to work as a mechanic (Khrisna, 2023:287-290).

2. Pedagogical Implications for the Digital Module on Characters and Characterization

The findings on inner conflict are integrated as in-depth material in the digital module "Explor-

ing Characters and Characterization Through the Novel *Sisi Tergelap Surga*. Learning does not begin with Lewin's field theory, but rather with an introduction to the novel, the context of marginalized communities, intrinsic elements, characters, characterization techniques, social setting, and character development. Once students have evidence of how the author develops characters, the concepts of life space, internal-external factors, types of conflict, and valence are introduced to explain the reasons behind the characters' decisions.

The module structure contains four learning objectives and seven main activities. The first objective guides students to understand the novel and its social context. The second objective focuses on intrinsic elements, characterization techniques, and the relationship between social setting and character development. The third objective develops the ability to analyze inner conflict and valence. The fourth objective directs students to

present the results of their analysis through a character map infographic and a four- to six-paragraph critical response. Learning products include a novel identification table, a characterization evidence table, a map of intercharacter relationships, a table of inner conflict, a valence map, an infographic, and a critical essay.

Assessments are structured to follow students' developmental development, not simply to test memorization of definitions. Three formative tests examine understanding of the novel's context, characterization, and the application of conflict types and valence. Independent activities, group work, presentations, infographic projects, critical responses, and reflections provide students with space to process evidence in different forms. Rubrics assess conceptual accuracy, relevance of textual evidence, strength of reasoning, coherence of language, and quality of presentation. Fragments containing sensitive issues are selected sparingly and include guidance on distinguishing understanding of motives from justifications for actions.

Table 2
Integration of Findings into the Digital Module on Characters and Characterization

Stages	Focus	Student Activities	Products or Assessments
Recognizing the novel and its social context	Novel identity, guided synopsis, marginalized communities, and social issues	Read the introduction, identify social issues, choose a focal character, and formulate critical questions.	Initial Mapping Table and Formative Test 1
Evidencing characters and characterization	Intrinsic elements, character types, characterization techniques, social setting, and character development	Fill in the intrinsic elements table, demonstrate character through fragments, and create a map of inter-character relationships.	Characterization Evidence Table, Relationship Map, and Formative Test 2
Analyzing internal conflict	Internal-external factors, life space, conflict types, and valence	Analyze characters, complete the conflict table, create a valence map, and defend the classification reasoning.	Inner Conflict Table, Valence Map, and Formative Test 3
Presenting a visual synthesis	Character, evidence, social setting, inner conflict, valence, and character change	Create a character map infographic using Canva or other digital media and present it.	Infographic Project and Presentation
Writing and reflecting	Critical responses, social relevance, human values, and moral evaluation	Write a 4-6 paragraph critical response, reflect, and assess self-understanding.	Critical Response Text, Rubric, and Reflection



DISCUSSION

The dominance of approaching and distancing conflicts indicates that the characters' sources of hope are closely related to the sources of their suffering. Juleha needs a job she hates to provide for her child. Ujang loves his mother, but this relationship makes him the target of stigma from his community. Resti strives to maintain her family and her faith, even though both are constantly tested by poverty. Sutikno wants to accept his identity as his father's son, but this identity also makes him feel like a failure. Gofar attempts to save his mother through actions that actually damage his self-image. This pattern aligns with Alwisol's (2018) argument, which explains that the closer a person is to an object, the stronger the negative valence they feel, which can lead to repeated movements of approaching and distancing.

The similarity in conflict types does not mean the characters' struggles are uniform. For Juleha and Gofar, love for family is a powerful driving force, but the way they fulfill their family's needs clashes with their own safety and moral values. For Ujang and Resti, objects commonly understood as sources of protection become complicated by stigma and suffering. For Sutikno, the conflict primarily revolves around the clash of two meanings about himself. This variation emphasizes that Lewin's analysis must address the valence and power relations within the life space, rather than simply classifying conflict types.

Juleha's conflict demonstrates the limitations of explanations that emphasize individual willpower alone. She tried other jobs, but the change in decision was not accompanied by a change in economic circumstances. When alternative income proved insufficient, her old job regained a positive valence because it directly connected to her children's basic needs. This finding extends Ratnasari et al.'s (2025) reading of representations of poverty by demonstrating how poverty operates within the characters'

decision-making processes. The life space framework makes Juleha's behavior understandable without obscuring the ethical issues that accompany it.

The conflict experienced by Ujang and Danang demonstrates that environmental changes can reduce tension without requiring characters to alter their fundamental identities. Ujang continues to love his mother, while Danang does not need to become someone else to gain acceptance. The tension begins to ease as those around them gain new experiences and are able to see them both more holistically. In field theory, changes in one element of the environment can affect the power structure within the entire life space. Therefore, conflict resolution does not always depend on individual decisions. Social acceptance, advocacy, and opportunities to express oneself can also reduce the negative valence that characters face.

Resti and Sutikno demonstrate resolution through shifts in meaning. Their external circumstances do not change completely, but the meanings assigned to them shift. Resti rediscovers hope through the birth of a child, while Sutikno finds proof that his father has given him the trust he has long sought. This shift does not erase poverty, loss, or social judgment, but rather creates a positive valence strong enough to reduce tension. This finding aligns with (Nurhaya & Indarti, 2022), who suggest that changes in the evaluation of objects can influence a character's resolution of conflict.

Gofar emphasizes ethical boundaries in psychological reading of literature. Understanding that the robbery was motivated by the mother's medical needs does not justify the action. The analysis instead shows that the chosen method continues to generate negative valences in the form of guilt and loss of identity. Resolution emerges when the goal of protecting the mother is separated from the misguided method. Gofar maintains love as a positive force but alters his course of action through recognition, acceptance, and work aligned with moral values.

The absence of approach-approach conflict is also significant. Theoretically, this type arises when an individual chooses two objects that are equally beneficial. The social world in the novel rarely affords such luxuries. Characters are often confronted with choices that are inherently detrimental from the outset or with a single object that simultaneously offers hope and threat. This situation demonstrates that inner conflict is not solely an event within the character, but rather a consequence of limited economic access, stigma, unequal relationships, and fragile social support. Theoretically, this research demonstrates that the concept of living space can be used to connect a character's psychological state to the social structures that shape the story. Personal and environmental factors are not understood as separate explanations, but as a complex array of forces interacting in a given situation. This approach allows for a more coherent understanding of the character's decisions. Readers can recognize the various pressures that limit the character's choices while still considering the moral consequences of their actions. A comparison of six characters also shows that environmental changes, changes in how they interpret the situation, and changes in their choice of actions can result in different forms of conflict resolution. These findings align with the study by Gunawan et al. (2022), which demonstrated that labeling, discrimination, and social ostracism can alter a character's attitudes and give rise to different forms of resistance. In the novel *Sisi Tergelap Surga*, social pressure also operates as an environmental force that narrows choices and influences how characters respond to conflict.

From a learning perspective, valence maps deepen character analysis and characterization. Students often infer character traits from a single action, for example, labeling a character who steals as evil, a character who hesitates as weak, or a character who persists as indecisive. In the module, these conclusions must be tested through dialogue, actions, thoughts, the responses of other characters,

and the social setting. Students then explain what draws the characters closer, what pushes them away, and how environmental pressures influence their decisions. Thus, conflict theory does not replace characterization learning, but rather strengthens character inferences built from evidence.

The sequence of activities in the module is designed to maintain continuity between knowledge, the analytical process, and the learning outcomes. Mapping the novel's context serves as a foundation for understanding the story's social setting. A characterization evidence table helps students trace character development, while a valence map connects the characters' needs, obstacles, and decisions. Furthermore, the creation of infographics and critical responses encourages students to synthesize the analysis results in visual and written forms. This structure connects each activity, so that the module is not simply a collection of stand-alone assignments but forms a systematic and continuous learning sequence.

Digital formats are used to organize learning paths, not simply to enhance visuals. Character cards, evidence tables, relationship maps, and valence arrows help students organize information scattered throughout the story. Instructions for use, independent and group activities, formative tests, reflections, summaries, answer keys, a glossary, and rubrics form a unified whole between the materials, activities, and assessments. This principle aligns with the view that digital teaching materials should facilitate navigation, independent learning, and the interconnectedness of learning components (Prastowo, 2011; Wibowo & Pratiwi, 2018). The use of digital media as a link between materials and tests is also supported by Damayanti & Lushinta (2024). In their research, Google Forms were used to place teaching materials and tests in the same flow, guiding students to study the material before completing the assessment. In this module, this principle is implemented through clear connections between character cards, analysis



tables, formative tests, infographic projects, and critical responses.

The novel addresses sensitive issues such as poverty, stigma, violence, precarious employment, social identity, and crime. Therefore, the module uses guided synopses, event summaries, and short teacher-selected fragments. The Empathy and Social Literacy Corner reminds students to use academic language that is non-condescending, not to relate discussions to friends' personal experiences without permission, and to distinguish between motives, actions, consequences, and moral responsibility. This approach allows empathy to function as a means of understanding the complexity of characters, not as an excuse to dismiss criticism.

Tiered assessments support the goal of critical reasoning. The first formative test checks understanding of context, the second assesses the ability to analyze characters and characterization, and the third assesses the application of conflict types and valence. The analysis activity serves as a link to the final assignment because students must formulate a social problem, internal needs, external obstacles, conflicting drives, decisions, consequences, and alternative, more ethical actions. The infographic and subsequent critical response assess the ability to construct an evidence-based synthesis, rather than simply repeating definitions.

The strength of this research lies in the comparison between characters and the attempt to connect psychological dynamics with the social environment. However, the study is limited to six characters and text-based pedagogical mapping. Other characters with important dynamics have not been discussed, while the implementation of the module may elicit different responses depending on reading ability, school context, and student characteristics. Future research could expand the character corpus, compare literary psychology frameworks, and evaluate the readability and implementation of the valence mapping activity in learning.

In Grade XII Phase F, internal conflict is positioned after students have identified the novel, its intrinsic elements, characters, characterization techniques, plot, and social setting. This positioning allows field theory to function as a tool for further analysis of characterization evidence, rather than as a stand-alone psychological topic. The material is designed for 6 x 45-minute sessions and can be adapted to the flow of school learning objectives. The novel reading does not have to be entirely conducted in class; teachers can use an introduction, a guided synopsis, character data cards, and selected fragments, while additional reading is positioned as an independent literacy activity.

The implementation can be divided into two meetings, each lasting three lesson hours. The first session includes an introduction to the novel's context, analysis of intrinsic elements, demonstration of characterization techniques, and mapping of inter-character relationships. The second session focuses on inner conflict, valence maps, group presentations, character map infographics, and critical response frameworks. To maintain time allocation, completing the infographics or developing four- to six-paragraph responses can be continued as structured assignments. The activity concludes with reflection and self-assessment.

Teachers can adjust the number of characters, fragment length, digital media format, and level of terminology complexity to suit student profiles. Initial checks of fragment readability and issue sensitivity are necessary before the lesson, especially for sections containing violence, stigma, and criminal acts. With these adjustments, the module can be used as a learning path connecting textual reading, psychological reasoning, social literacy, and multimodal communication.

CONCLUSION

The inner conflict in the novel *Sisi Tergelap Surga* is formed through the intersection of

personal needs and environmental pressures. Juleha, Ujang, Resti, Sutikno, and Gofar experience a conflict of approaching and distancing, while Danang experiences a conflict of distancing and distancing. The absence of approaching conflict emphasizes the limited options available in the characters' lives. These findings are integrated into the Grade XII Phase F digital module through the stages of recognizing context, validating characterization, mapping conflict and valence, and presenting analysis in infographics and critical responses. This integration positions internal conflict as a cornerstone of evidence-based character analysis, considering social context, fostering empathy, and maintaining moral evaluation.

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